DOCUMENT RESUME

ED 111 257 HE 006 627

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TITLE Higher Education Opportunity Program. Annual Report, 1973-1974.
INSTITUTION New York State Education Dept., Albany. Office of Higher and Professional Education.
PUB DATE Dec 74
NOTE 117p.

EDRS PRICE MF-$0.76 HC-$5.70 Plus Postage
DESCRIPTORS Administrative Organization; Admission Criteria; Correctional Education; *Disadvantaged Youth; Economically Disadvantaged; Educationally Disadvantaged; Financial Support; *Higher Education; *Minority Groups; Private Colleges; *Program Evaluation; *State Aid
IDENTIFIERS *Higher Education Opportunity Program

ABSTRACT

The status of the Higher Education Opportunity Program (HEOP) is reviewed in terms of enrollments, program financing and financial aid, academic programs, and measurement of outcomes. Separate documents report on the 1973-1974 activities for private-sector institutions funded under HEOP, for the City University Search for Education, Elevation and Knowledge (SEEK) and College Discovery programs, and for the State University Educational Opportunity Program. The programs are directed at the educationally and economically disadvantaged at private colleges and universities in New York State. Details are offered in this report on inmate education, contractual agreements, personnel, staff patterns, admissions criteria, racial composition of enrolled students, pre-freshman summer experience, academic year supportive services, grades and credit, accumulation rates, choice of major, separation, retention and graduation, student profiles, and specific studies and research at several institutions. Implications and recommendations for the program are reviewed. (LBH)

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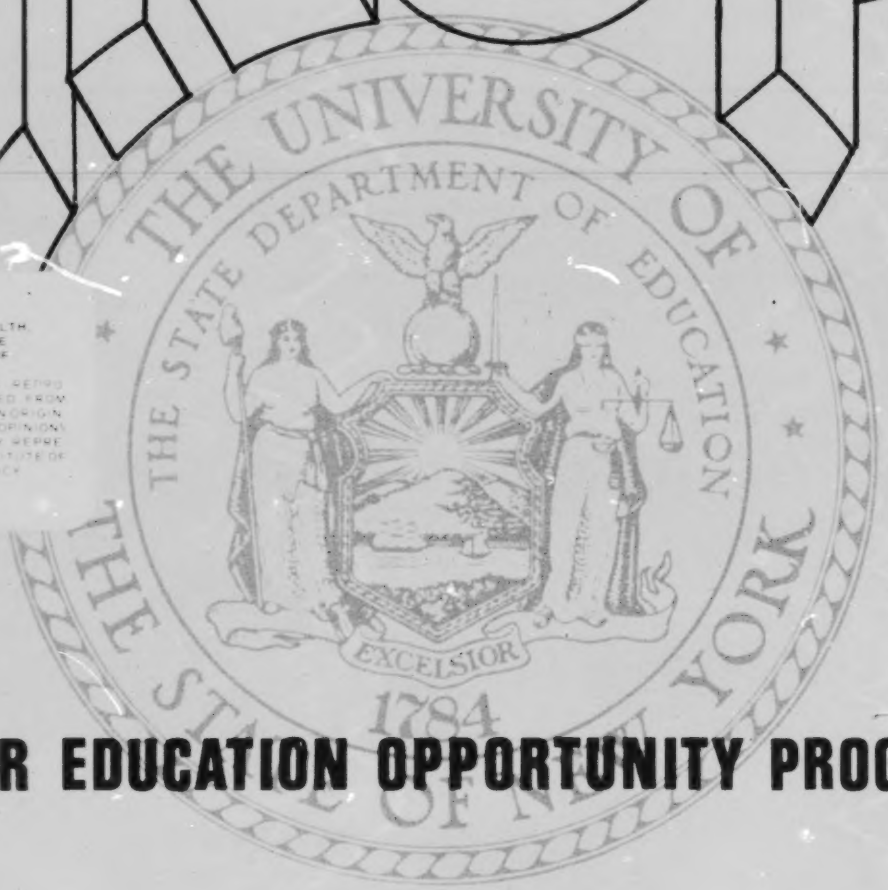

HIGHER EDUCATION OPPORTUNITY PROGRAM

HE 006 627

ANNUAL REPORT
1973 – 1974

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University (with years when terms expire)

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THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
OFFICE OF THE PRESIDENT OF THE UNIVERSITY
AND COMMISSIONER OF EDUCATION
ALBANY, NEW YORK 12224

Tuesday
December 31
19 74

The Honorable Hugh L. Carey
Governor of the State of New York
Executive Chamber
The Capitol
Albany, New York

Dear Governor Carey:

The legislation of 1970 amending the Education Law mandated the attached annual report on the status of opportunity programs at non-public colleges and universities in New York State. Included in the report are data on enrollments, program financing and financial aid, academic programs, and measurement of outcomes.

Separate documents report on the 1973-74 activities for private-sector institutions funded under the Higher Education Opportunity Program, for the City University SEEK and College Discovery programs, and for the State University Educational Opportunity Program.

Final Reports from the City University for 1973-74 and for the State University for 1972-73 and 1973-74, as required by Education Law, Section 6452 still have not been received. Data about those programs is not included in this Report. Regents comments and recommendations will accompany those reports as required when they are received.

Faithfully yours,

Ewald B. Nyquist

ANNUAL REPORT

HIGHER EDUCATION OPPORTUNITY PROGRAM

1973-1974

A report on programs for the educationally and economically disadvantaged at private colleges and universities in New York State

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I

Foreword

In 1966, a state program was instituted to advance the cause of equality of educational opportunity in the City University of New York (CUNY). This program came to be known as Search for Education, Elevation and Knowledge (SEEK). A corollary program at the community colleges in New York City, known as College Discovery, was also brought into being at this time. A similar program was extended later to some units of the State University of New York (SUNY) and is now known as the Educational Opportunity Program (EOP). In 1970, the Higher Education Opportunity Program (HEOP) was initiated at private colleges and universities in New York State.

Sections 6451 and 6452 of the education law of New York, as added by chapter 1077 of the laws of 1969, established the HEOP program and provided for the statewide coordination of opportunity programs at CUNY, SUNY and the private colleges and universities under the aegis of the Board of Regents. The law appropriated $5 million for implementing its provisions. Appropriations have grown over the years and for 1973-74 totalled over $36 million.

Section 6451, Paragraph 6, requires that "The commissioner shall prepare an annual report of the activities of the institutions which received state funds pursuant to this section [i.e., non-public colleges and universities] in the preceding fiscal year, concerning, but not limited to the effectiveness of each of the programs contracted for, the costs of the programs and the future plans thereof and shall transmit such report to the governor and the legislature on or before the October first next following the close of such fiscal year."

This report is submitted in fulfillment of the above requirements.

The quality of an overall program report such as this is dependent on the timeliness and quality of reports submitted by individual program managers. The comprehensive nature of this 1973-74 final report is due in large measure to the increasing managerial skills of the HEOP Directors in the vital area of acquisition, storage and reporting of program information. We are pleased to take notice of this development here.

In addition, Section 6452, Paragraph 5a, states in part that "the trustees of the State University and Board of Higher Education in the City University of New York shall each furnish to the Regents, the Director of the Budget, the Chairman of the Senate Finance Committee and the Chairman of the Assembly Ways and Means Committee, at least annually, a report... of the operations of such [EOP, SEEK and College Discovery] programs." Rules of the Regents require submission of such reports on or before July 15 annually.

Section 6452, Paragraph 5b, goes on to state that "The Regents shall review such reports and forward the same, along with their comments and recommendations to the Governor and the Legislature, on or before October first..."

As of October first, 1974, final reports for 1973-74 had not been received concerning SEEK or College Discovery; State University reports concerning EOP had not been received for 1972-73 or 1973-74. The delays are regrettable as they make comprehensive three sector planning and evaluation very difficult. Nevertheless, staff are conducting a review of data for the 1972-73 academic year, showing comparability of relevant factors for the three sectors based on the best data now available.

State University and City University have been urged to submit all overdue reports. As soon as 1973-74 final reports are received the Regents shall, as required, review and forward them with comments and recommendations. A comprehensive three sector analysis for 1973-74 will then be undertaken.

II

Summary

Highlights of the Year

Held to no growth in student numbers, HEOP concentrated on consolidating previous-year gains. Information flow between SED-Central and funded programs was much improved, and this Report reflects the improvement in the data base of these programs. The Statewide Committee on Educational Opportunity was revitalized, and HEOP staff spoke at numerous state and national meetings and conferences. The HEOP Central staff was strengthened by the addition of professionals with administrative experience in HEOP campus programs. Much effort was put into the strengthening of HEOP's three pilot projects in inmate post-secondary education, with good results.

Administration

While the total HEOP appropriation is obligated via contract each year, some institutions, for various reasons, do not meet their contractual obligations, and, thus, cannot be paid the full amount obligated in their contract. Through a careful monitoring of campus activity and by timely reallocation of money reclaimed through underenrollment and under-expenditure, HEOP was able to expend 95.7% of its available resources in 1973-74, up from 89.1% in 1972-73.

Campus administrators and specialized personnel were trained through HEOP regional and statewide meetings and workshops. In 1973-74, the HEOP student/counselor ratio was 1:47, with the mean nine-month counselor's salary a little over $9,000. The mean salary for Project Directors was $13,426.

Admissions

In 1973-74, 79% of first-time HEOP students came from families with gross annual incomes below $6500. Between 1972-73 and 1973-74, the academic profile of entering HEOP students showed a downward shift in high school average, type of high school diploma and scores on the Scholastic Aptitude Test. There was

also a decided shift toward older students: in 1972-73, approximately half of all HEOP students were over 21; the comparable figure for 1973-74 was 62%, with nearly a third of the students over 25. There was also a rise in the number of students receiving Social Services, Social Security, and VA benefits. Thus HEOP increasingly was able to serve disadvantaged persons most in need of educational and financial assistance.

Achievement

HEOP students continued to perform well as measured by all the normal collegiate achievement standards. Three-quarters of all HEOP students remained consistently "on track" for the degree in terms of credit accumulation. From the fourth semester of attendance on, 76.9% of the students were receiving grades of 2.0 (passing) or better. As of Spring 1974, 1,845 students had graduated through HEOP, with rates of survival, or retention through to graduation, ranging from 56.8% to 71.4%.[1] This compares most favorably with national norms for all college students of around 50%. Students' majors continued to concentrate in the social sciences, education, and business and management, with a marked increase in the health professions. The greatest number of students leaving the program did so for personal reasons (23.5% of those leaving); of the 20% of the total HEOP student body leaving in 1973-74, fewer than one out of five were attributable to academic dismissal. Finally, student achievement along all measures improved with access to pre-freshman summer programs, a finding of encouraging significance.

Financing

For resident students at private colleges in New York State, college costs have risen $590, or 14%, in two years; commuters have seen a $500, or 15.2% increase, in the same period. Between 1972-73 and 1973-74, the average college

1. Rate of survival varied with dates of entry.

costs to a HEOP student rose by almost $300, but increases in aid from all sources provided less than $100, with the difference borne by the student and his/her family. There has been an increase in state and federal aid over the last year to the HEOP student, but a sizable decrease in institutional financial aid. The amount of institutional aid going to HEOP students dropped from 30.7% to 24.5%.

In order to meet rising student costs while reducing their own commitment, institutions saw fit to shift HEOP grant moneys from supportive services to student aid. In 1972-73, 51.4% of HEOP funds were in SFA, rising to 57.6% in 1973-74. It is hoped that increased funds from TAP and BEOG will reverse this trend from 1974-75 on, so that resources can be directed to the vital area of supportive services, which current research and evaluation activity has revealed as a strong contribution to academic success for the disadvantaged student.

III

The 1973-74 Year: An Overview

The regular growth in student numbers in HEOP since its inception levelled off in 1973-74 (Figure 1) as college costs continued to rise at a rate considerably more rapid than did sources of income to disadvantaged students or to the colleges serving them. While administrative problems plagued the federal government in the first year of its Basic Educational Opportunity Grants Program (BEOG) - which yielded lower grant levels than had been expected (see Chapter VIII), and with only a small State HEOP per-capita increase, 1973-74 was a year of consolidation of previous gains and a period of planning for rational future expansion. With legislative enactment of the Tuition Assistance Program, increased Veterans' Benefits, and the further implementation of BEOG, HEOP will be able to enroll additional students -- in 1973-74, requests to fund more than 1,000 additional students at participating institutions could not be met, and seven new institutional applications had to be denied due to fiscal limitations -- at a gradually lessening cost (Figure 2) as BEOG and TAP became fully operational.

While total enrollments were remaining constant, the character of the student body was changing somewhat (Chapter V), with the number of older students, Spanish-surnamed students, students from welfare families, and veterans increasing, while the number of students with academic high school diplomas and high school averages over 78 decreased. Even so, the survival rate for first year students showed a slight, but measurable increase over the previous year (Table 1).

Figure 1
HEOP Enrollment, Actual and Projected,
1969-1980

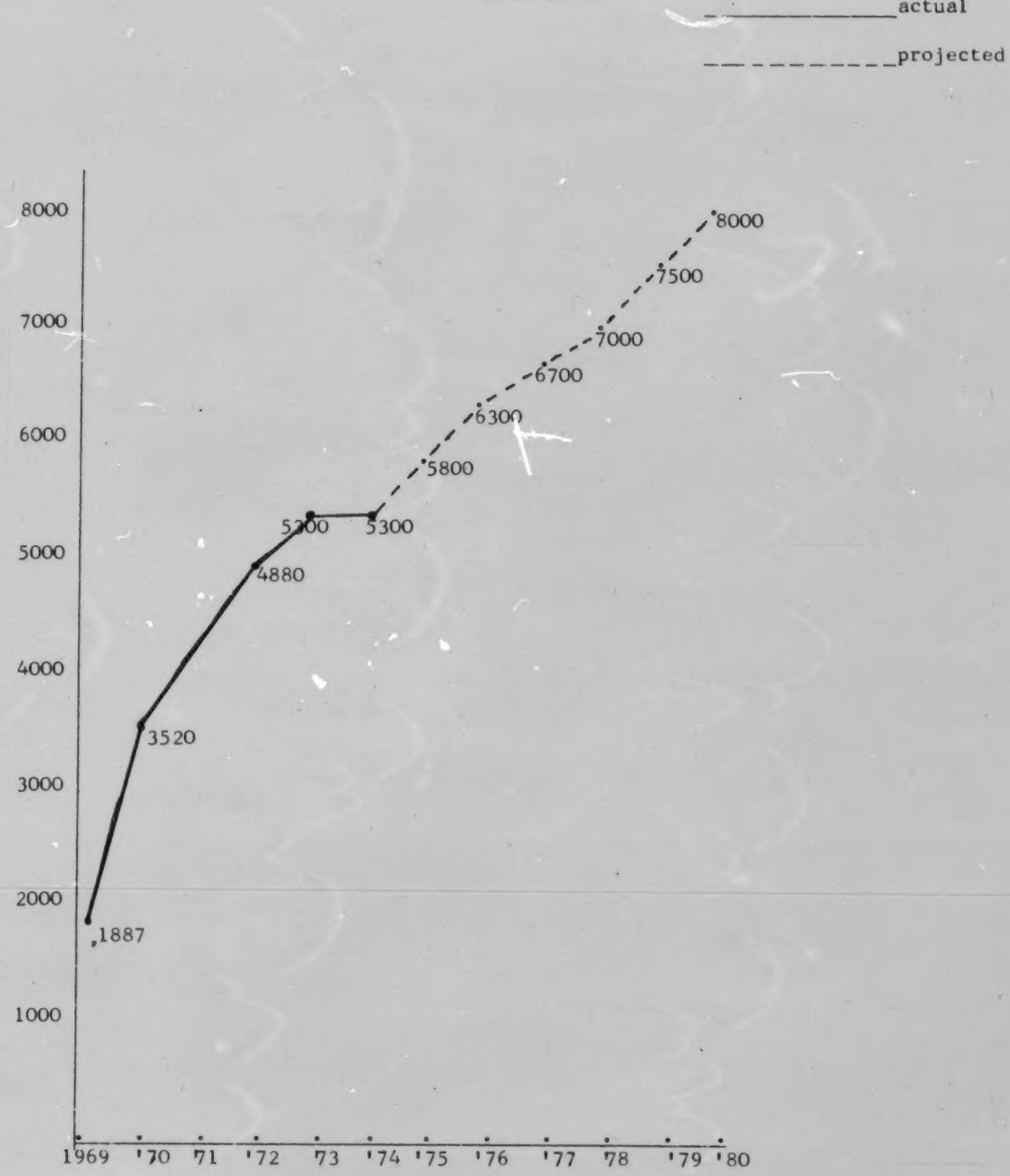


Figure 2
HEOP Per Student Allocation,
Actual and Projected, 1969-1980
Showing Impact of Tuition Assistance Program

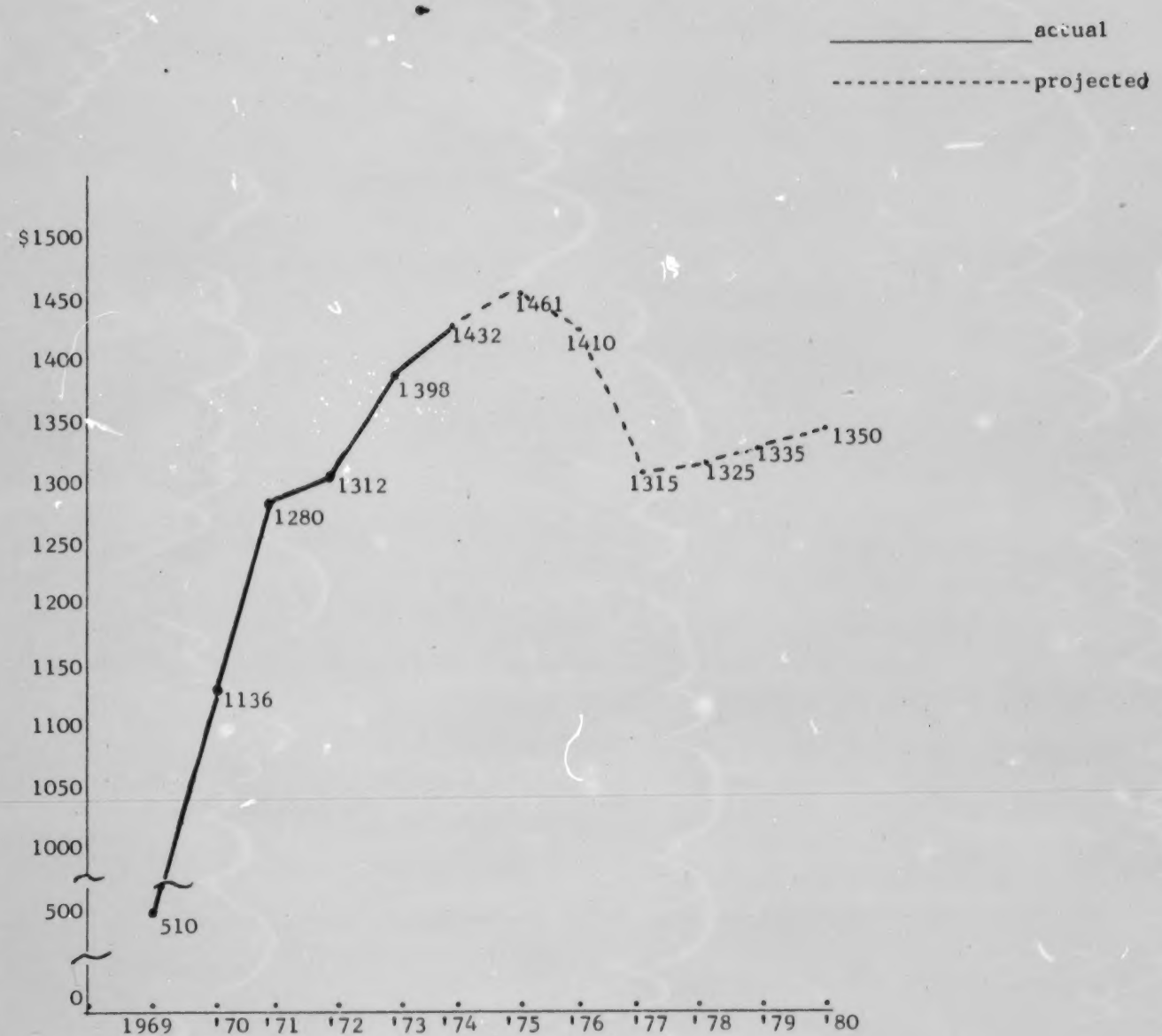


Table 1

Survival to Spring, First-time Full-time HEOP Freshmen, 1972-73 and 1973-74 [1]

	Entering	Spring	% Survival
Summer and Fall Admits, 1972-73	1,293	1,190	92.0%
Summer and Fall Admits, 1973-74	1,191	1,114	93.5%

1. Four-year, full-time students.

1973-74 saw the revitalization of the Statewide Committee on Educational Opportunity (formerly College CEO) (Appendix L) and its designation as a Commissioner's Advisory Council. In addition to analysis of legislation in matters of financial aid and other fields directly affecting disadvantaged students, the SCEO achieved notable success in the task of bringing about closer coordination of the work of the public and private sectors of higher education in New York State in the area of educational opportunity.

1973-74 saw for the first time the adoption of a common measure of economic disadvantage among the three sectors and movement toward a consensus in the difficult area of measuring educational disadvantage. A need was identified to work toward transferability arrangements among all the opportunity programs (currently these students may not transfer into SEEK and College Discovery in the City University), and this goal appears to be on the way to being met in the near future.

1973-74 saw the beginning of in-depth analysis of the various factors involved in success and failure of program students, based on the much better data base acquired through systematization of data collection instruments among the sectors. Some of these findings are discussed in detail in Chapter IX. Also in this time period, the Joint Legislative Commission on Expenditure Review completed a program audit of HEOP and the other four-year opportunity programs, the results of which are anticipated in published form late in 1974.

1973-74 was also a year of increased involvement of both State Education Department and institutional HEOP staff in developmental workshops, staff retreats and various state and national conferences. These activities proved valuable and a continuation of these efforts to open channels of communication and develop professional abilities is anticipated for 1974-75.

Inmate Education - An Area of Promise

Higher education services for prison inmates was one of the most significant new areas of HEOP activity in 1973-74. HEOP has long recognized that among inmate populations are many disadvantaged students who can benefit from the opportunity for post-secondary education. In addition to funding the on-going HEOP program at the Green Haven Correctional Facility conducted by Marist College, HEOP-SED

initiated two new degree granting programs in 1973-74: at the Comstock Correctional Facility in Great Meadow, New York and the Coxsackie Correctional Facility, in Coxsackie, New York.

The student enrollment in HEOP-funded prison programs was 67 full-time equivalents, or 167 headcount students. For all three programs the average State allocation was $821, or $600 per FTE student less than the average for regular full-time day HEOP students on the State's private college campuses. Though the three HEOP prison programs are basically similar with regard to State Education Department policy, they differ in terms of curriculum, with program content depending on the strengths, weaknesses, and needs of the student-inmate population served.

One method of coordinating the various independent efforts of colleges involved with the higher education of inmates was put before the State Legislature in 1973-74. The proposed State University College at Bedford Hills was a collaborative effort on the parts of the State University and the Department of Corrections. The proposal was advanced in the 1974 Executive Budget, but it failed to receive legislative support.

Subsequently, officials from the State and City Universities, the Department of Corrections, and the State Education Department have been meeting periodically, exploring strategies to coordinate the provision of higher education for inmates and parolees. One of the possibilities discussed is the creation of a Prison Opportunity College network, modeled somewhat on the extant Servicemen's Opportunity College, with an eye towards replicating the

successful programs currently operating under the HEOP aegis. Under this approach, any proposals would require endorsement by all appropriate college and prison officials, with the college or university willing to undertake the essential guarantees of credit transferability and campus placement under a long-term commitment to the program, given the continuing availability of public fiscal support. All three sectors are interested in the possibilities of such an approach and further discussions are underway.

Whether or not such a unified, three-sector approach is implemented soon, HEOP intends to continue its efforts to serve this population. Faculty report that inmates are not only eager to learn but are able and hard-working students.

IV

Administration

Contracts

Each HEOP Program is administered through a separate contractual agreement with the State. Institutions submit proposals in February, prior to the academic year for which funding is requested, and these proposals, once reviewed and amended as necessary, become the basis for the contract. Moneys are awarded on a per student basis, and campuses failing to meet projected enrollments, or to expend all grant moneys properly, are penalized accordingly.

As collegiate admissions is, at best, not an exact science, there is inevitably underenrollment at some campuses. HEOP-Central attempts to reallocate moneys saved through underenrollment to other campuses with justifiable needs. The process is a delicate one requiring both educational judgment by SED staff and concurrence of the institutions involved. Due to administrative constraints, reallocation is not possible after December of a contract year. The total 1973-74 appropriation of $7,510,000 was obligated by contract with all but $321,795 actually being used. Of this amount $150,819 was returned from under-expenditures and $170,976 was not used due to under-enrollment. These amounts represent 2% and 2.3% of the total 1973-74 allocation respectively (see Chapter VIII). Through careful monitoring of campus activity, HEOP was able to reduce these figures from the 1972-73 levels of 6.2% and 4.7%.

The Campus Level

The chief executive officer of a college or university normally designates an administrator to serve full-time as HEOP Project Director, and it is on this person that program success ultimately depends. The director must be all things to all people, and in the process retain his/her credibility with all constituents. There is no period of adjustment or learning built

into becoming a director; from the first day on the job he is on the firing line, and he must take the initiative and become immediately knowledgeable about all which affects the program. On most campuses there is no other comparable position to an HEOP director's, excepting, again, the institution's President. The director must be involved in day-to-day academic affairs (curriculum development, retention and dismissal decisions, student rate of success), student affairs (housing, counseling, admissions, recruitment, financial aid), program development, staff development, business affairs and mediation. Naturally in the larger projects there are supporting staff people assisting with the various components, but the overriding responsibility for total program coordination rests with the Project Director.

The issue of where this program administrator fits within the scheme of an institution's hierarchy remains a subject of debate even as some projects prepare to begin their sixth year of operation. The New York State Education Department, through the Bureau of Higher Education Opportunity Programs, views the campus projects as primarily academically oriented ventures and for this reason, suggests that the Project Director report to a high ranking academic officer at the institution. The majority of the directors are responsible to Academic Deans, Vice Presidents for Academic Affairs, Vice Presidents for Operations or other similarly high ranking academic officers. This direct link with the policy making officer for academic affairs affords the Project Director the necessary "muscle" needed to implement the ofttimes non-traditional curricular changes supportive of his students. Many directors have titles of Associate, Assistant, or Assistant to the Dean which clearly indicates their program importance and responsibilities. Many other directors are simply called

Director of the Higher Education Opportunity Program (HEOP) but also possess far-reaching authority and responsibilities. A sprinkling of others bear titles which are unique for their particular campus and program thrust.

Whatever title the Project Director goes by, the job still remains defined by the many constituencies. On a day to day basis, the director must confront, appease or convince program students, non-program students, faculty, other professional staff, non-professional staff, local social service authorities, high school counselors, program student parents and a host of others. Many faculty and staff are unclear about the function of this person, whom they see as a privileged person, and whose students' needs demand more space, more staff and more money per student than their non-HEOP counterpart. The Project Director's salary may even exceed that of other office or department directors or that of some Assistant or Associate Professors. This too can become a bone of contention.

Job descriptions do not begin to approximate the reality of the Project Director's job responsibilities. As the more established programs begin to have impact on the institution's overall academic practices and policies, the true value of the Project Director is coming to be appreciated. But as long as the basic nature of the program remains one of innovation, both the director and the program will be somewhat suspect in the relatively conservative world of academia.

The Project Director is also the institution's direct liaison with the New York State Education Department - Higher Education Opportunity Program Bureau. While maintaining accountability to the institution he also is accountable to SED-HEOP through the assigned SED liaison. The Project Director must have under his purview all academic and financial records pertinent to the

HEOP students and maintain the information in such a manner as to be readily available for quick reference and compilation for reports. The ability to write well-constructed proposals is another aspect of program management which directors learn under fire. While the narrative is crucial to substantiating rationale and program philosophy, the construction of a sound budget is key to the approval of grant requests. The versatility of HEOP directors is the enabling factor which permits them to be all things to all people. One cannot logically discuss the success of HEOP programs and students without the inclusion of the contributions of the directors.

It should be recognized that the programs' larger successes do not depend solely on the efforts and expertise of directors but include a concerted effort from the support staff as well. Depending on the program design, that staff may be composed of one or a combination of any of the following: an assistant director, a coordinator of various supportive service components like tutoring or counseling, social workers, counselors, professional tutors, psychologists, and research personnel. Student staff (whom many feel are most effective) serve as peer counselors, peer tutors, and administrative assistants. Even the project secretary cannot be overlooked as a key spoke in the wheel, as this person is the first line contact for the student and usually possesses innate human relations skills necessary for interacting with HEOP students. When viewed collectively, the HEOP staff comprises one of the most, if not the most, adept and talented staffs on the campus.

Professional Organization

The difficult role of being a Project Director brought rise several years ago to the Higher Education Opportunity Program Professional Organization (HEOP-

PO). This organization convenes conferences periodically to provide forums for the discussion of supportive services components, financial aid, summer programs, and remedial/developmental coursework development. Several of these conferences have been jointly undertaken by HEOP-PO and SED-HEOP. The HEOP Central Administration will continue to facilitate training and development experiences for its program managers and their staffs, and has enjoyed HEOP-PO's cooperation.

In the past, HEOP Central, through its liaisons, has enjoyed the fullest cooperation possible from the Project Directors. Realization by the liaisons of the difficult roles, campus pressures and limitations of the Project Director has nurtured good working rapport with the field personnel. The 1973-74 year has shown the Project Directors to be much more accountable than was previously evident within their own campus arenas, and to SED-HEOP through the proposal and enrollment/expenditure reporting processes. The best example of the effectiveness of their programs is exemplified through their HEOP graduates, the largest number statewide in the five year history of the program.

Staff Patterns

Statewide staff patterns are reflected in Table 2. Complete figures by institutions are displayed in Appendix A.

Table 2

HEOP Staff Patterns

Enrollment (FTE)	Administrators	Counselors	Skills Teachers	Other Prof. Staff	Student Counselor Ratio	Student Staff Ratio	Total Prof. Staff
5,137	62.36	94.05	57.01	13.17	46.91	21.75	226.55

Data on project personnel salaries is reflected in Table 3. It is difficult to arrive at average salaries for personnel other than directors and counselors, as staffing patterns for other positions are not consistent at the campuses.

Table 3

Directors' and Counselors' Salaries[1]

Program Size in Students	Mean Director's Salary	Mean Counselor's Salary	Number of Programs in Category
1-50	$ 12,249	$ 8,721	24
51-100	13,946	8,797	19
101-150	12,788	7,590	6
151+	$ 12,974	$ 10,563	7
Overall Average	$ 13,426	$ 9,017	56

1. Nine-month, academic year basis.

V

The HEOP Student

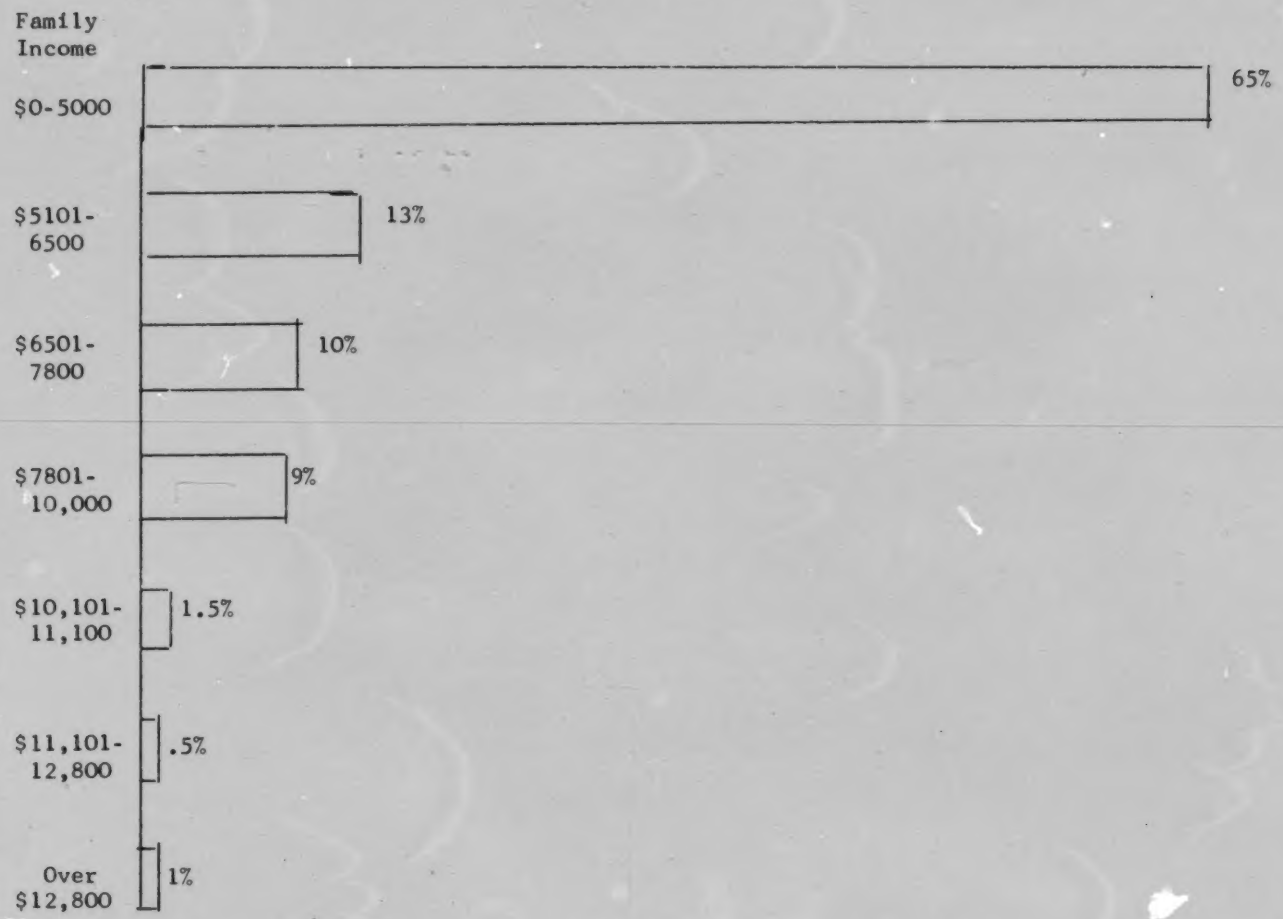
Admissions Criteria

The 1970 legislation under which HEOP operates (New York State Education Law, Section 6451) specifies that the program is for residents of the State who are, along with meeting other criteria, "economically and educationally disadvantaged, as defined by the Regents."

The basis for judging economic disadvantage is a family income scale, adjusted for number of household members, modified periodically to account for inflationary trends. Figure 3, which shows students by gross family income, reveals that 65% of all first time HEOP students come from families with incomes under $5,100. A total of almost 79% are from families with incomes under $6,500.

While the basic premise for determining educational eligibility has always been that the target student was one who normally would be excluded from consideration for admission, because of poor high school performance and test achievement, a universal definition of educational disadvantage has been more difficult to achieve. After several years of attempting to quantify a standard which would apply to all students at all institutions statewide, the Regents, in 1972-73, recognized the variety existing among the colleges and universities in the State by defining the educationally disadvantaged student as one who is non-admissible, by normally applied admissions standards, to any regular academic program at the institution. HEOP continued to urge institutions to admit students from all along the "normally non-admissible" spectrum, rather than confining their choices to those just below the line. Since students from the more "high-risk" sectors require enriched supportive services, HEOP grants for

Figure 3
HEOP Students By Gross Family Income,
1973-74 Freshmen
Per Cent Distribution



program costs, as in 1972-73, were generally greater for those campuses with larger numbers of students with severe academic disadvantage.

Consistent with that policy is the emphasis placed on the appropriateness of supportive services, especially in counselling and remedial or developmental course work, in that it has been found that these services help to bring the level of competency of the academically disadvantaged student to that of his regularly admitted counterpart. The tables following illustrate that even with the continued flexibility in admissions criteria, institutions continue to admit students from high-risk categories. Chapter VII, Student Achievement, shows measures of success for the HEOP student admitted as high-risk.

Figure 4 shows that over 20% of the HEOP freshmen students had high school averages below 68; further, given the fact that most private colleges have an admissions range for regular students between 80 at the low end and the mid 90's at the high, almost 77% of all HEOP students fall below the minimum cut-off of 80. This factor becomes even more significant considering that more than 51% of all HEOP freshmen for 1973-74 (Figure 5) did not possess an academic high school diploma upon entering college, whereas the colleges generally calculate their individual cut-off scores based on high school grades in academic curricula. This is a substantial change from 1972-73, when at least 63% of the HEOP freshmen possessed an academic diploma.

These facts demonstrate HEOP's ability to reach, and serve, ever more academically disadvantaged populations. Growing campus experience has also provided the sophistication and expertise in supportive services necessary to provide appropriate academic assistance to this increasingly high-risk group.

As another indicator that institutions are taking a severely academically disadvantaged student, Figures 6 and 7 display the SAT-Verbal and SAT Math

Figure 4
HEOP Student High School Averages,
1972-3 and 1973-4 Freshmen
Per Cent Distribution

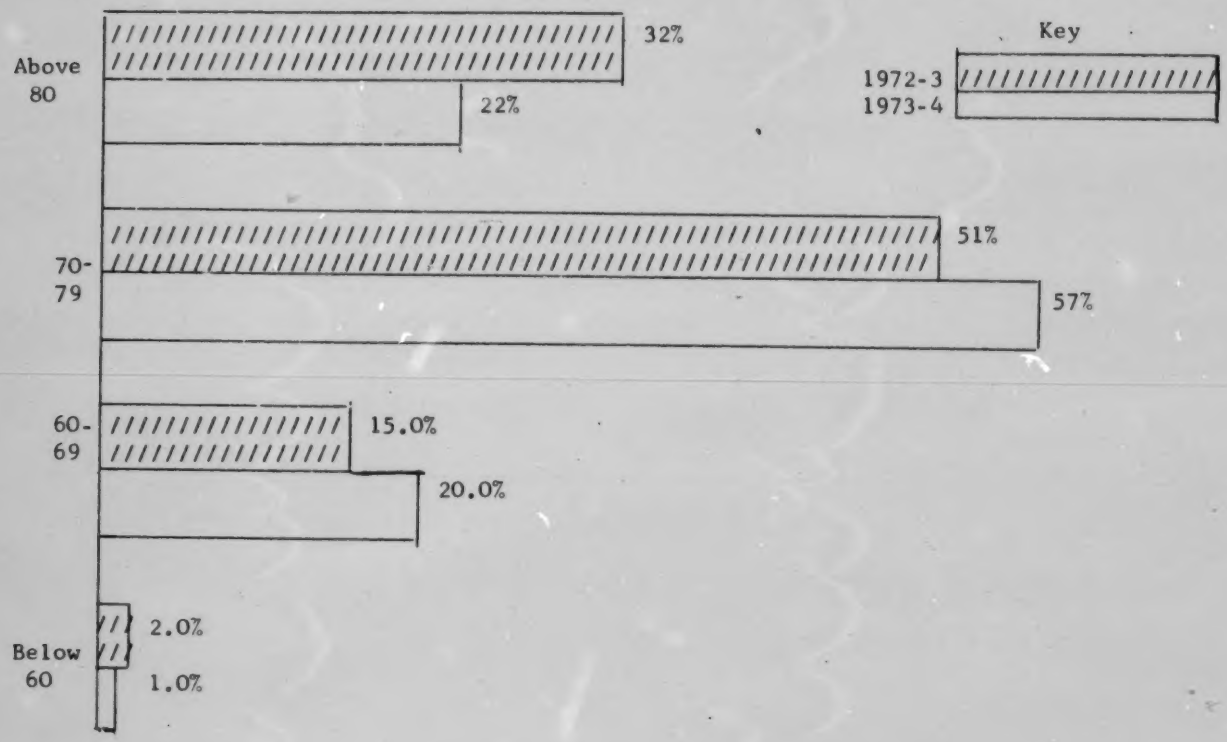
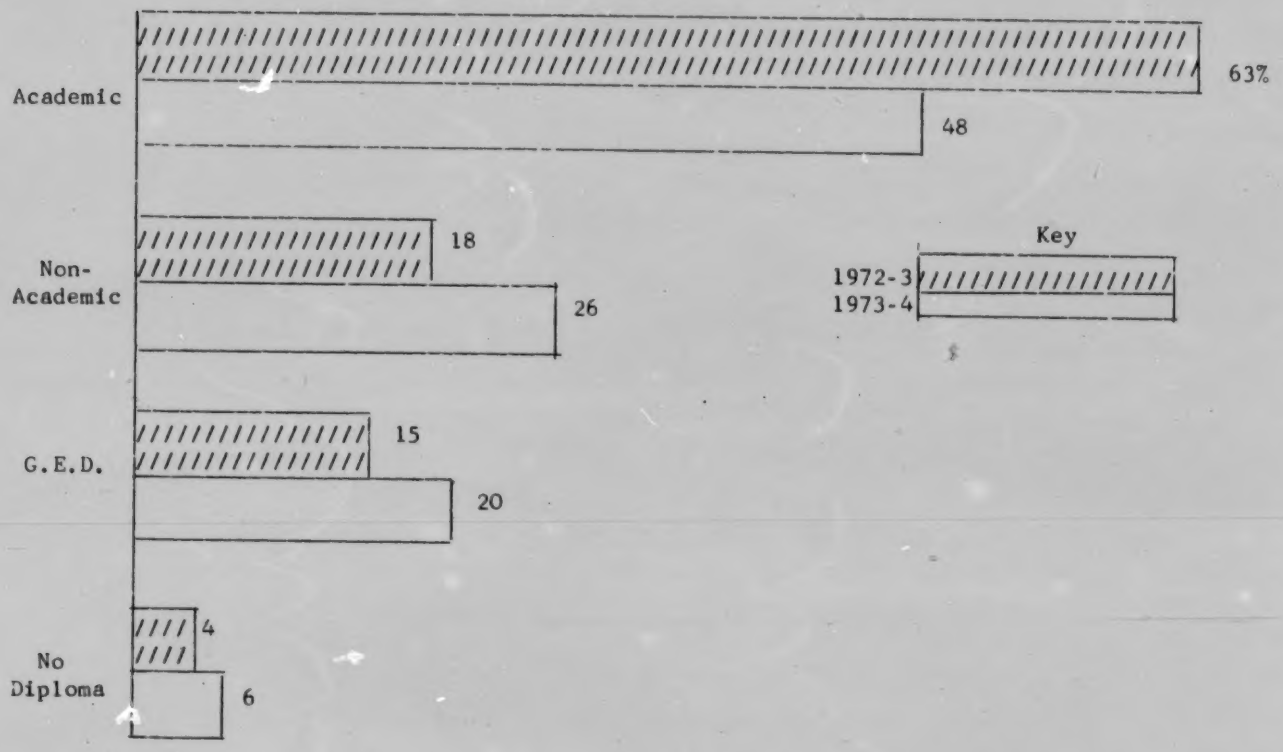


Figure 5
HEOP Entering Freshmen by Type of High School Diploma,
1972-3[1] and 1973-4[2]



1 N= 1,476 for which data available
2 N= 1,546 " " " "

Figure 6
HEOP Student Scholastic Aptitude Scores, Verbal
1972-73 and 1973-74
Per Cent Distribution

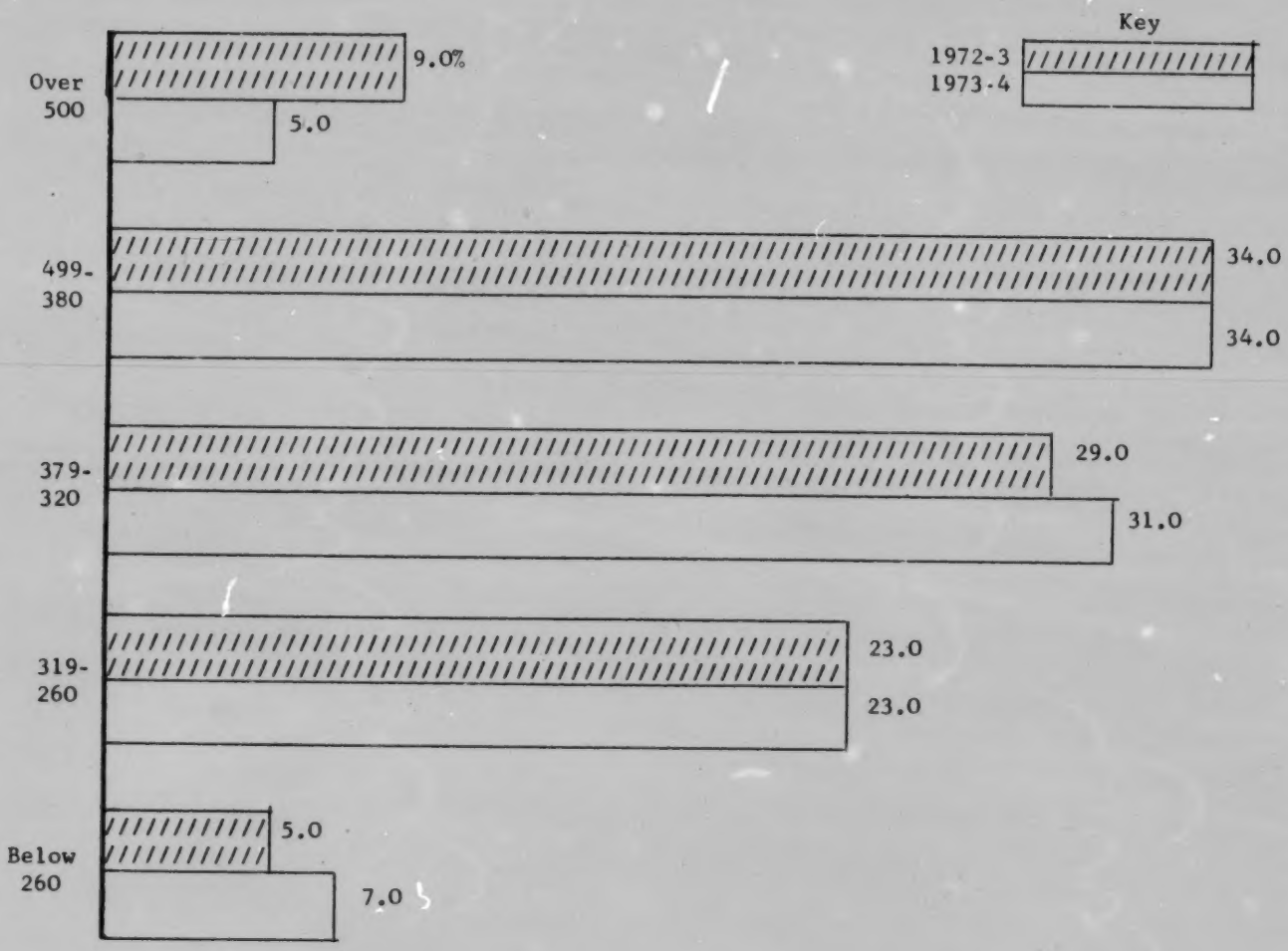
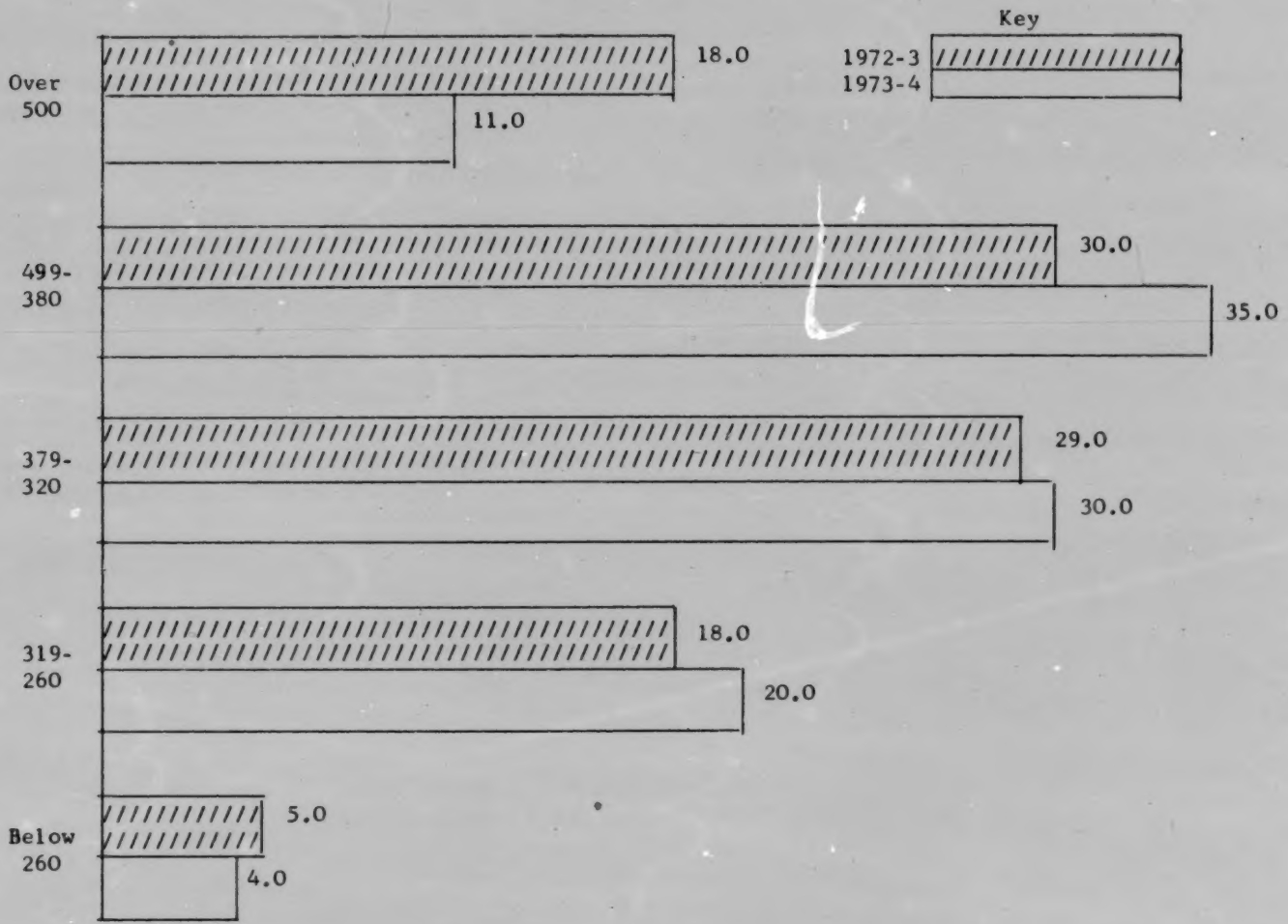


Figure 7
HEOP Student Scholastic Aptitude Scores, Math
1972-73 and 1973-74
Per Cent Distribution



scores, which are admissions factors at the majority of the HEOP participating institutions for the HEOP 1973-74 entering class. The New York State average SAT verbal score for the year in question was 454 for all students taking the test, whether they entered college or not. Fully 95% of all HEOP students who took this exam placed below 500, with over 60% scoring below 379! The SAT Math statewide average was approximately 497; over 53% of the HEOP students who took this test scored below 378 and almost 89% scored less than 500. When considering the Math SAT scores it is significant to note that there were approximately 170 HEOP students enrolled in the physical science and engineering curricula at various schools throughout the State, where the average SAT Math score for regular admission is, normally, well over 600.

Composition of Student Body

Opportunity programs shifted slightly in the racial composition of enrolled students between 1972-73 and 1973-74 (see Figure 8). This year more than ever it is evident that opportunity programs serve students from all ethnic categories, even though the program still serves preponderantly non-white groups, which have the greatest percentage of low income people in the State.

Of all 1973-74 HEOP students, 64% were black; Spanish-surnamed students, primarily Puerto Ricans, made up another 18% of the class. Fully 85% of HEOP students were non-white; the comparable 1972-73 figure was 87%.

The average age of the HEOP students over the past several years has gradually been increasing, so that in 1973-74 almost 31% of all HEOP students were over 25 years old.[1] Concomitantly, there has been a dramatic decrease in the number of students who are under 21. This situation is a result of

1. See Figure 9.

Figure 8
HEOP Students by Race and Sex, 1972-3 and 1973-4
Per Cent Distribution

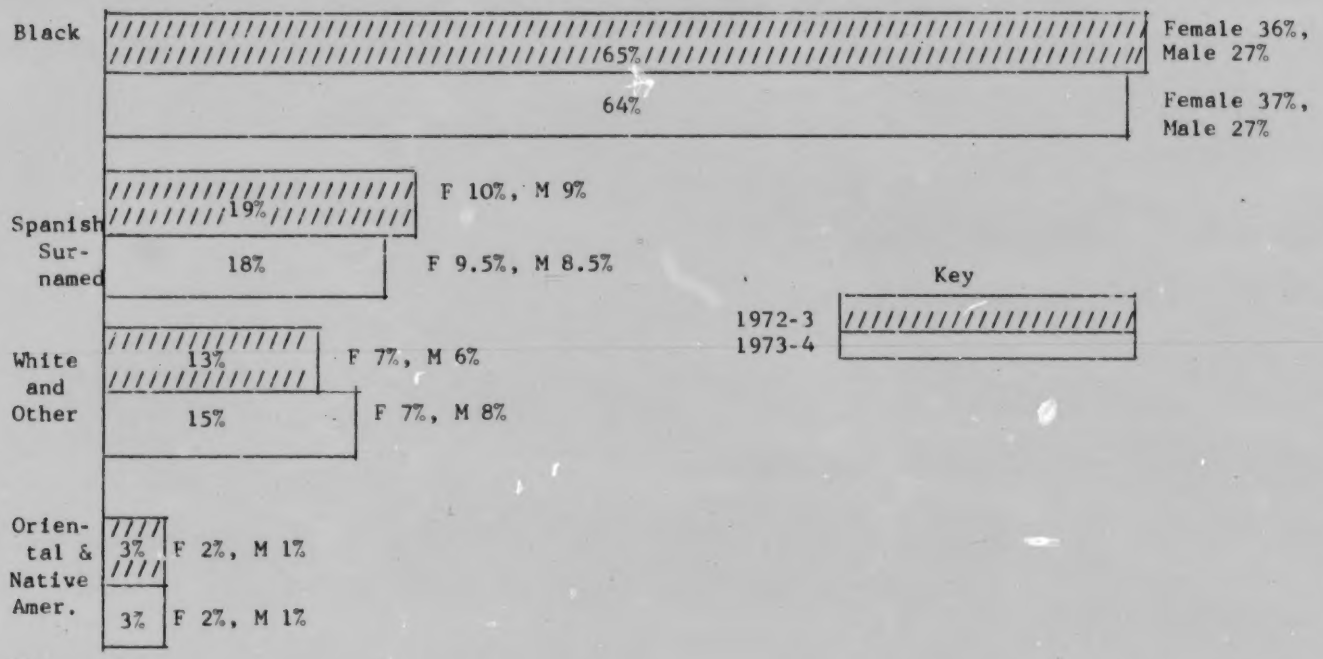
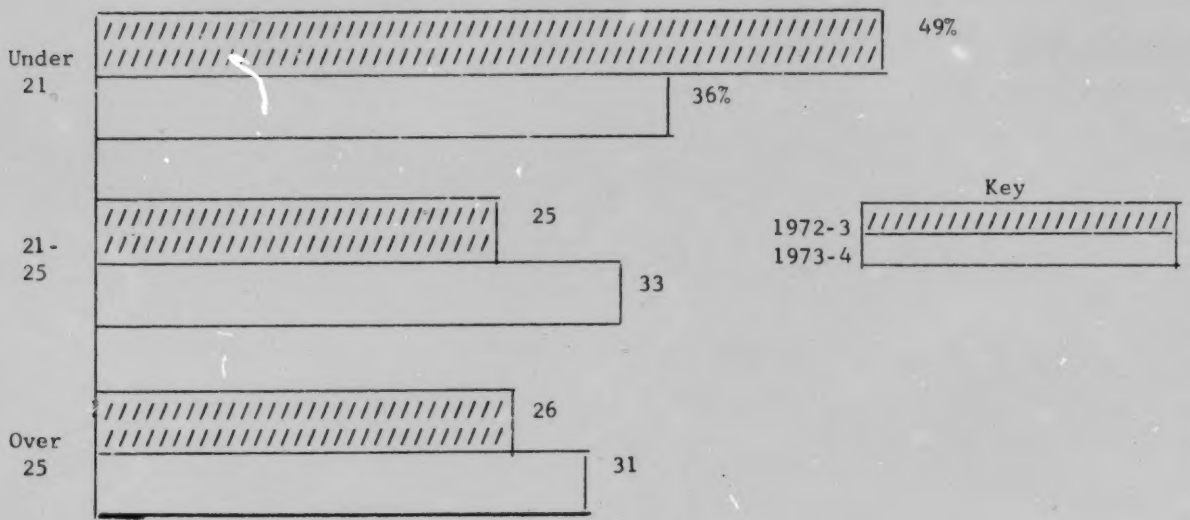


Figure 9
HEOP Students by Age
1972-3 and 1973-4
Per Cent Distribution



the HEOP program's charge to offer higher education to those who have been traditionally excluded. It may also reflect the leveling off of the population growth of students of high school age. In New York State the normal college-going age group is between ages 17 and 21, and yet less than 36% of the HEOP students fall within this category. The expansion of educational opportunity to prison inmates, to Native Americans living on reservations, and to returning servicemen and women, are all significant contributory factors to the high percentage of students who are over 21.

HEOP efforts to provide educational opportunity to the part-time student, who for various economic reasons cannot attend on a full-time basis, are also significant contributors to expanded opportunities for older students. However, the demand for higher education on a part-time basis is too great to be met by HEOP's current resources alone. HEOP's primary mission is to serve full-time students. The matter of part-time students is an area in which much needs to be done.

As HEOP has been expanding educational opportunities available to target populations, it still is serving the most economically disadvantaged people in the State. Only 7.7% of all new enrollees came from families whose incomes exceeded the normal family income eligibility scale, this in spite of the fact that the Regents Rules allow for up to 15% of the students to be over the income guidelines for various economic reasons outside the control of the students.

With eligibility criteria varying in maximum allowable income based on differing family sizes, it is important that almost 940 students, or over 50% of the new enrollees in 1973-74, came from families that earned incomes <u>below</u> the <u>minimums</u> expected for eligibility within each family size category. In many cases, the student himself was the wage earner; in addition, approximately 39%

were receiving some form of public assistance.

Table 4 shows an increase in students who are independent, which may reflect new definitions of emancipation by financial aid agencies; it may also mirror the rising age of the HEOP student. Greater numbers of students receiving Social Services, Social Security, and Veterans' Benefits show HEOP's role in serving persons most in need of assistance, especially as other options (such as open admissions programs) become increasingly available to other sectors of the population. Table 5 shows the percentage changes by category of family size.

Table 4

Entering Students by Selected Characteristics

	% Receiving			% Who Are				
	Social Services	Social Security	V. A. Benefits	Married	Independent	Lowest 3 Quintiles[1]	GED/ No Dip.	Over 21[2]
1973-74	21.2	7.0	4.6	6.4	29.6	61.9	25.2	64.2
1972-73	13.6	2.7	3.9	NA[3]	21.8	67.6	19.0	50.8

1. Of high school class
2. Applies to all classes
3. Not available

Table 5

HEOP Students by Size of Household
72-73, 73-74

Year	Independent	2	3	4	5	6	7	8	9	10+
72-73	21.8%	16.6	15.2	14.6	11.0	7.7	5.6	3.3	2.4	1.9
73-74	29.6	15.4	12.1	14.2	10.5	6.6	4.0	3.6	1.8	2.1

VI

The Campus Program

The Pre-Freshman Summer Experience

Implicit in the Higher Education Opportunity Program is the premise that the academic deficits of the HEOP student - deficits which normally would have led the college to deny him admission - can be overcome, provided the student is motivated, through the provision of adequate diagnostic and supportive academic services. The foundation of these services is the pre-freshman summer program, which typically precedes the HEOP student's Fall attendance at colleges or universities of New York State. Although these pre-freshmen summer programs vary throughout the State, there are underlying philosophies and key fundamentals that characterize them.

Before a student is accepted into a HEOP program, the student is screened to ensure that he meets the academic and financial eligibility guidelines, and the student's motivation to attend college is assessed. During this preliminary period, the student's academic weaknesses are diagnosed through the use of standardized tests, interviews, and writing samples, and an individualized academic prescription is prepared. The implementation of this "student prescription" begins during the pre-freshmen summer program.

Basically, the goals of a HEOP summer program are: 1) to orient the students, as much as possible, to the college community in which they will play an active role in the Fall; 2) to give the students a realistic view, not only of the college environment, but of the types of instructors and the nature of the academic work to be provided; 3) to start the program of academic skill-building, through remedial and developmental courses needed by the student; 4) to acquaint the student with the scope and services of HEOP. In this setting, the student is enabled to experience a sorely needed taste of success - helpful for his self-image

and critical to his continued endurance. The summer program, thus, becomes an "abbreviated rehearsal" for a HEOP student's first college year.

In implementation of these goals, HEOP program personnel develop a program composed of several academic components. Although these components vary based on the total scope of the program or on the curricular requirements of a particular institution, on most campuses the program components consist of: 1) Credit and non-credit courses in the basic skills, stressing the correct use of textbooks, note-taking, library skills, study preparation and work planning. To develop these skills, a course may utilize an academic discipline, such as Introductory Sociology. For 1973-74, 28 credit and non-credit study skills courses were offered to HEOP freshmen. A total of 190 students attempted such courses, 98.4% of whom were successful; 2) A normally non-credit reading component, through which a student's reading comprehension, speed and vocabulary are further developed. Materials used are often coordinated with offerings in language arts and study skills courses; 3) A mathematics component, either credit or non-credit, through which a student's mathematical skills and concepts are sharpened; 35 credit and 24 non-credit math courses were offered to over 500 HEOP summer students for 1973-74. In 26 credit course sections, 240 of 292 students, or 82.2%, successfully completed their work, while 280 of 284, or 98.6%, successfully completed non-credit work; 4) A non-credit writing course, which is used to broaden and strengthen a student's language arts facility; 5) A credit course, usually utilizing one of the social sciences disciplines, such as Introduction to Economics, to increase the student's use of analytical abilities and oral expression; 6) Orientation seminars, in

Table 6

Summer Coursework 1973[1]

Discipline	# Courses Offered	# HEOP Students[2]	# Completing	Completion Rate (percent)
Study Skills				
Non-credit	12	85	83	97.6
Credit	16	105	104	99.0
Language Arts				
Non-credit	23	224	216	96.4
Credit	43	498	481	96.6
Reading				
Non-credit	36	346	339	98.0
Credit	6	65	65	100.
Math				
Non-credit	35	284	280	98.6
Credit	24	292	240	82.2
Other				
Non-credit	10	98	94	95.6
Credit	36	322	320	99.4
TOTAL				
Non-credit	116	1037	1012	97.6
Credit	125	1282	1210	94.4
ALL	241	2319	2222	95.8

1 Four-year, full-time students only. Upperclassmen not separated.
2 Students taking two or more courses counted more than once.

which a student is instructed about the academic and financial requirements of a particular institution, and is introduced to the social milieu. Of utmost importance in implementing these components is that the student be led to understand the types of demands which will be made upon his skills and energies in the Fall. In 1973-74, 858 HEOP pre-freshmen were scheduled into a potpourri of 240 credit and non-credit courses. Table 6 shows that these students had an overall success rate of 94.4% in credit courses, and 97.6% in non-credit courses. The average total successful completion rate of 95.8% represents a total of 3,034 credit hours achieved by these students.

The overall tuition cost for remedial/developmental courses offered in 1973-74 pre-freshmen summer programs was $56,138. This summer cost represents 19.9% of the total cost for remedial/developmental courses for 1973-74.

Besides varying in the type of components offered, summer programs also differ in residential or commuter orientation. Residential summer programs are the most desirable types of programs when considering the increased benefits to students. At institutions with residence capabilities, the primary goal is to approximate the regular academic year experiences of the student. Many campuses can only have residential programs, due to their suburban or rural settings which precludes commuting.

The positive benefits of the residential summer program far outweigh the problems attendant to providing accommodations for students, planning for extra-curricular activities, and bearing the high costs of room and board (sometimes HEOP pre-freshmen are the largest group of summer dormitory students, and thus bear the costs of supporting janitorial, counselor and food costs, and other incidental expenses related to their on-campus maintenance). The positive benefits

include: 1) having the pre-freshmen in a compact group, which allows for more individual attention and diagnosis of individual learning deficiencies and needs; 2) more time for the staff to become familiar with the freshmen, before the entire population returns to campus; 3) more time to ease the anxiety of being away from home for the first time; and, 4) most importantly, placing the student in a controlled situation where success may be achieved at a far less competitive level, since the skills and abilities of [illegible] students are similar.

A well run residential summer program requires dedicated staff commitment and flexible hours to serve the student best. Peer counselors and tutors have to be available during evening hours for supervision, consultation and classwork assistance. Usually, institutions will engage the services of a graduate student or couple to serve as resident advisors, and will employ a staff of HEOP and/or non-HEOP upperclassmen to serve as peer counselors/staff for dormitory duties. Many times these undergraduates serve dual roles in counseling and tutoring the HEOP freshman. The dorm staff, in addition to the Director, counselor, professional tutor/counselors, language arts specialists, and faculty give the residential summer program a full complement of expertise to anticipate and meet every academic, social and personal student need which may arise.

Since the summer program attempts to simulate as much as possible the college environment as it will be during the academic year, commuter summer programs are often mounted. Usually a commuter program is in an urban area where transportation is readily available and where dormitory facilities are either too expensive or non-existent. The commuter has a shorter day and less assistance from staff counselors and tutors, as he is usually present on the campus only during his class time. In this type of program, counseling and tutoring are built into the classes themselves, often utilizing the combined assistance of faculty and

tutors in an hour or two hour class block. Socialization of the student in a commuter summer program is often difficult. This facet, too, must be built into the class block.

Costs for summer programs vary, based on the components within the program, program personnel needed to implement these components, and type of program (residential or commuter). As shown in Table 7, professional personnel costs for 1973-74 pre-freshmen summer programs represent 13.9% of the total professional personnel costs for HEOP programs. Student assistants were used to provide tutoring, peer counselling, and dormitory supervision (in residential summer programs). The cost for these student assistants was $56,384, or 20.6% of the cost of student assistants for 1973-74.

Financial aid for students attending HEOP pre-freshmen summer programs amounted to $171,208 for 1973-74. This represents only 3.9% of the total financial aid awarded to HEOP students for 1973-74. A total cost analysis of pre-freshmen summer programs shows that their costs represent 6.7% of the total statewide program costs in 1973-74. Thus, 6.7% of the total costs serviced 58.1% of all HEOP freshmen attending four year institutions in New York State, and provided them with the necessary remedial/developmental coursework to prepare them to succeed in the Fall.

As many indicators point to summer programs as an expense with a tangible educational payoff (See Chapter VII), those institutions not yet mounting pre-freshmen summer programs are being urged to do so. One of the welcome impacts of TAP and BEOG should be to free additional HEOP dollars from the financial aid categories to support this important component.

Table 7
Summer Expense as Per Cent of Total Expense, by Category[1]

Category	Summer	Academic Year
Professional Personnel & Benefits	13.9	86.1
Remedial/Developmental Tuition	20.0	80.0
Student Assistants & Benefits	20.6	79.4
Clerical/Secretarial & Benefits	9.8	90.2
Testing Supplies & Equipment	11.1	88.9
Travel	14.7	85.3
Indirect Expense	20.1	79.9
Contractual Services	30.6	69.4
Student Financial Assist.[2]	3.9	96.1
TOTAL	6.7	93.3

1. Total dollars from all sources. See Appendix M.

2. Includes tuition, maintenance and books.

Academic Year Supportive Services

Three general types of services made up the supportive assistance available to HEOP students during the 1973-74 academic year. These services can be broadly labeled as remedial/developmental coursework, tutoring and counselling.

Remedial/developmental coursework consists of courses specially designed to help overcome diagnosed weaknesses of HEOP students. This type of coursework usually takes place during a student's freshman and sophomore years. Academic year remedial coursework focuses on the removal of academic weaknesses and skills training; developmental coursework helps to reinforce the college level academic coursework a student is involved in during a given semester.

In 1973-74, HEOP students were offered a total of 841 separate remedial/supportive courses. Of these, 53.5% offered credit (average credit offered - 2.7). 84.1% of HEOP students taking these courses for credit completed the course. Interestingly, only 82.9% of non-HEOP students in such courses (a substantial number of underprepared non-program students avail themselves of this option when available) completed them.

The distribution of HEOP students in these courses shows (Table 8) that language arts ranks first, with more than a quarter of all students enrolled, followed by "other," which includes courses in specific academic disciplines structured to include developmental/remedial components.

Table 8

HEOP Students in Remedial/Developmental Courses

Language Arts	28.4%
Other	23.8%
Math/Science	19.5%
Reading	15.1%
Study Skills	13.1%

Tutoring in HEOP programs takes many forms. Students may be tutored on a one to one basis or in small groups. As shown in Table 9, tutoring is done by undergraduate and graduate students, or by professional tutors such as a specific course instructor or HEOP professional staff member. For 1973-74 a total of 2,317 lower division and 642 upper division HEOP students throughout New York State received a total of 70,050 hours of tutoring. 57.6% of all HEOP students received tutoring - 65.9% of all lower division students, and 39.5% of all upper division students, with the average student tutored receiving 24 hours of the service in an academic year.

Table 9

HEOP Tutoring Hours, 1973-74

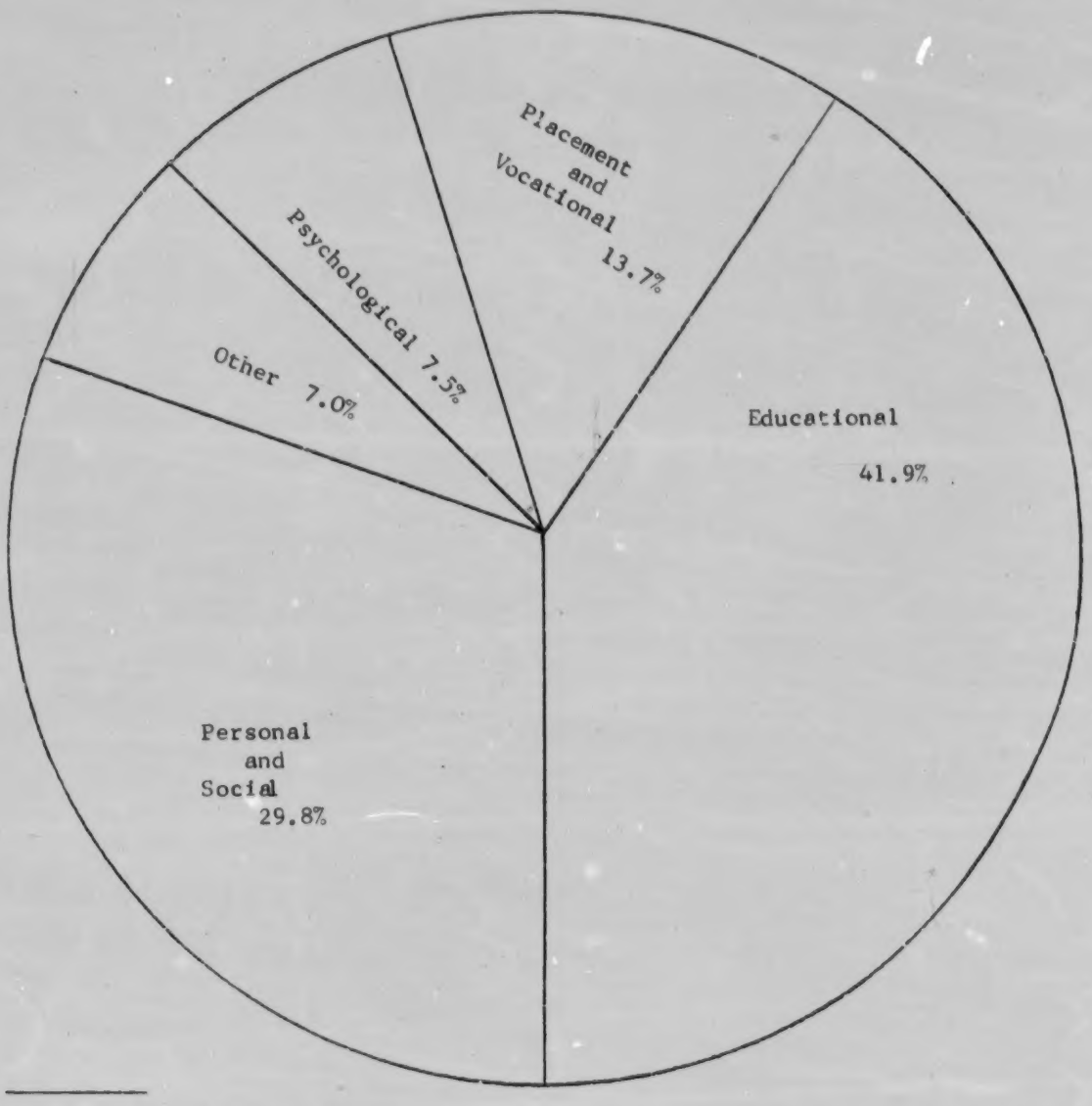
Tutor Type	Hours of Tutoring
Undergraduate	38,205
Graduate student	17,373
Professional	13,752
Other[1]	405
TOTAL	70,050

[1] Volunteer, etc.

Over 263 full and part-time counselors fulfilled the counselling needs of 4,511 individuals, or 87.8% of HEOP students for 1973-74. General categories in which HEOP students are counselled are psychological, personal and social, educational, placement and vocational. Of the time HEOP students spent receiving counselling, 7.5% was in counselling of a psychological nature; 29.8% counselling of a personal and social nature; 41.9% in educational and academic counselling; and 13.7% placement and vocational counselling. The remaining 7.0% was in other types of counselling (Figure 10).

Figure 10

Counseling Contacts by Purpose[1]



1. Reported by 94 HEOP Counselors, 1973-74.

VII

Student Achievement

Grades and Credit Accumulation Rates

The most commonly utilized measures of success for the college student are grades, the accumulation of credits toward the degree in an appropriate time frame, and persistence through to graduation.

The expectation for the HEOP student, who enters college with academic deficiencies, is for a rate of credit accumulation somewhat below the norm in the early semesters, due to a reduced courseload, and for somewhat lower grades. As the remedial/developmental courses increase the student's mastery of various essential college skills, however, the grade point average and rate of credit accumulation should both increase.

This is in fact the case. Tables 10a and b show that, after the first three semesters, the great majority of students are achieving grades at a passing level or above, with impressive numbers in the normal honors ranges of 3.0 - 4.0. Credit accumulation -- the per cent of total credits towards the degree a student earns by semester -- is judged in the light of a student's ability to complete his course of study (normally 120 credits for the four year degree) in the time expected (ten semesters for the student at a four-year college). Thus, the student "on track" will have completed at least 12 hours after one semester, 24 hours after two, and so on. Table 11demonstrates that about three-quarters of the students in HEOP remain consistently on track for the degree, with over 90% of the students on track by the second semester of the 4th - or normal senior year.

It is notable that in two related academic measures, the per cent completion of credits attempted and the per cent succeeding at or above the expected

Table 10a

Grades[1] of Students in HEOP
Three Semesters or Less

Grade Range	Number of Students	Percent	Above and Below Passing
0 - .99	199	15.3	42.6%
1.0 - 1.9	355	27.3	
2.0 - 2.9	583	44.9	57.4%
3.0 - 4.0	162	12.5	

Table 10 b

Grades[1] of Students in HEOP
Four or More Semesters

Grade Range	Number of Students	Percent	Above and Below Passing
0 -.99	112	5.0	23.1%
1.0 - 1.9	408	18.1	
2.0 - 2.9	1242	55.1	76.9%
3.0 - 4.0	490	21.8	

1. One year average for 1973-74. See Appendix G.

rate of credit accumulation, students who as of June 1974 had participated for an even number of semesters were proceeding at rates considerably above those for their HEOP counterparts in the odd-numbered semesters of experience category. Table 11 shows, for the "on track" measure, 87.6 vs 79.7 average percentages, and 83.6 vs 72.6 for credit completion rates, both in favor of the even semesters.

Table 11

Academic Success Measures and Odd/Even Terms of Entry

Semesters in Program	1	2	3	4	5	6	7	8	9	10	Av. Odd Semesters	Av. Even Semesters
Per Cent on Track[1]	-	85.5	70.0	84.0	70.4	88.9	73.4	93.2	86.1	90.1	79.7	87.6
Credit Completion Rate[2]	63.8	80.7	77.2	80.0	78.9	87.9	78.9	89.1	91.6	93.2	72.6	83.6

1. Full time four-year students only, accumulating credits at or above expected rate.
2. Credits attempted versus credits earned; full-time four-year students only.

In large part, students with an even number of semesters of college experience as of June 1974 had been initially admitted in a fall term (except for those few who had been admitted in spring and dropped out for one semester before readmission). Further, it is normally only the fall term HEOP students who have access to the pre-freshman summer preparatory experience described elsewhere in this report. The majority of fall admit HEOP students now participate in a summer program prior to the freshman year. Thus it seems not unlikely to attribute the greater success of HEOP students in the variables described above to the HEOP summer experience, barring the identification of other major fall/

spring differences. This line of reasoning would appear to be borne out by several research studies and observations contained elsewhere in this document.

Choice of Major

Among juniors and seniors at four-year institutions, the social sciences continue to be the major field most chosen by HEOP students (see Table 12). The top three areas, social science, education, and business and management, account for half of all students. These majors all have a high degree of immediate social relevancy and practical application, attributes which make them attractive to the students in HEOP. A rise in the popularity of health professions from 14th place in 1972-73 to 7th in 1973-74 may be attributable to the relatively good employment market for nurses and other college-trained health-related professionals. The appearance among the juniors of a heavy enrollment in psychology might well represent the recognition of this field as a still expanding professional area, and thus a desirable option. Despite much encouragement at the campus level for students to aspire to medical school entrance, enrollments in the biological sciences, where most pre-med students are concentrated, has not changed substantially, although the increase in males is encouraging; future classes are expected to show increases in this area.

Among HEOP students at two-year institutions, and eliminating the effect of first-year students not yet declaring majors, by far the single largest group of students are liberal arts majors (Table 13). Liberal arts majors at two-year institutions typically matriculate in upper division studies upon graduation. Thus it appears likely that the greatest numbers of two year HEOP students use the vehicle of entrance at the junior college level in order to begin a process culminating in the bachelor's degree at a four-year institution.

Table 12

Junior and Senior
Enrollment by Subject Area
by Year and Sex of HEOP Student, 1973-74
(Ten Most Popular Majors)

	RANK AND SUBJECT AREA	JUNIORS		SENIORS		TOTALS	% of HEOP JUNIORS & SENIORS[1]	RANK IN 1972-73
		FEMALE	MALE	FEMALE	MALE			
1	Social Sci.	127	91	93	81	392	23.4	1
2	Education	93	28	78	75	274	16.4	2
3	Bus.& Manage.	36	61	22	51	170	10.2	3
4	Psychology	63	28	36	17	144	8.6	4
5	Bio. Sci.	25	31	25	19	100	6.0	6
6	Fine & App. Arts	22	14	21	18	75	4.5	5
7	Health Pro.	30	3	22	4	59	3.5	14
8	Foreign Lang.	25	7	14	12	58	3.5	9
9	Communications	11	20	10	10	51	3.1	7
10	Undeclared	24	23	2	1	50	3.0	8

1. N= 1672.

Note - See Appendix N for complete data.

Table 13

Major Subject Area of HEOP
Students at Two-Year Institutions

Major Subject Area	Freshmen		Sophomores		Total	Per Cent
	Men	Women	Men	Women		
Business & Commerce Technologies	17	39	16	23	95	7.1
Data Processing Technologies	2			1	3	0.2
Health Services and Paramedical Technologies	3	2	4	5	14	1.0
Natural Science Technologies			1		1	0.1
Public Service Related Technologies	4	13	25	105	147	10.9
Other Occupational Programs	2	5	8	36	51	3.8
Liberal Arts	78	99	57	117	351	26.2
Undeclared	246	434			680	50.7
TOTALS	352	592	111	287	1,342	100.0

Separation

Of the approximate 20% of the HEOP population leaving in 1973-74 for reasons other than graduation, only about one out of four left for academic reasons (Table 14). The HEOP student is especially vulnerable to crises in the family, as her/his financial or emotional support is often one of the few resources the family has to call on in case of real emergency. Thus, it is not surprising that personal reasons were the single greatest factor in attrition, with the "other" category -- where many unrevealed personal problems may be listed -- second. It is important to note that forty percent of the attrition listed is in the exceptionally high risk populations of three institutions - Malcolm-King: Harlem College Extension, New York Institute of Technology - Old Westbury, and University College of Syracuse University - all of whom largely service an atypical, older student with academic and financial burdens, and other personal obligations, unusual even for the HEOP population.

Retention and Graduation

Although data about normal rates through to graduation for students at four-year colleges are scarce, general expectations in the field are for about a 50% completion rate.[1] As the HEOP student at a four-year institution has five years in which to attain the degree, direct comparisons are difficult. However, performance data for students entering HEOP in its beginning years show a creditable rate of success (Table 15). Of the students completing more than eight semesters, graduation rates range from 56.8% to 71.4%. Statistics for students entering later are somewhat misleading, as students not in school in Spring 1974, and thus not counted in the per cent remaining, still have semesters of HEOP eligibility left, and thus might well re-enter the program at a later

1. The American Council on Education, in a 1972 study, found a 46.7% graduation rate and a 58.5% survival rate over four years in a sample of colleges and universities nationwide.

Table 14

Program Separation

Conditions	% Leaving 1973-74[1]			Total Per Cent 1972-73
	Male	Female	Total[2]	
Personal	9.4	14.1	23.5	24.8
Other	12.0	9.4	21.4	17.6
Academic Dismissal	12.7	6.3	19.0	20.2
Transfer Out	6.2	8.7	14.9	10.6
Medical	2.0	5.2	7.2	6.8
Academic Leave of Absence	4.1	3.0	7.1	14.4
Financial	3.6	3.3	6.9	5.7

1. N=1183.
2. 40% of these totals attributable to Malcolm-King, New York Tech.-Old Westbury, University College of Syracuse University.

Table 15

Graduation and Retention to
Spring 1974 for Students Entering
Summer 1969 - Spring 1971[1]

Term of Entry	# Semesters to Spring '74	# Entering	% Graduates	% Remaining	Total % Successful[2]
Summer '69	10 +	269	56.8	0	56.8
Fall '69	10	752	71.4	0	71.4
Spring '70	9	64	68.8	0	68.8
Summer '70	8 +	354	51.1	18.4	69.5
Fall '70	8	1,253	31.4	10.2	41.6
Spring '71	7	95	25.8	22.7	48.5

1. At four-year colleges.
2. I.e., graduated or still in school as of Spring 1974.

date and proceed onward to graduation, even though recorded as attrited here.

As of Spring 1974, 1,845 students had graduated from the Higher Education Opportunity Program. There were 722 graduates in 1973-74 of 5,137 FTE students served, for a "yield rate" of 14.1% (per cent of student body graduating in a given year).

Table 16 shows the percentage of HEOP graduates indicating employment in education as their first placement dropping from 23% in 1972-73 to 15.3%, possibly mirroring conditions of the job market in that area. The increase in the "other" category is partially attributable to the transfer to four-year programs of the first sizable number of students to graduate from two-year colleges.

Table 16

First Placement of HEOP Graduates, by Percentage
1973-74 and 1972-73

Year	Employment in Education	Other Employment	Graduate School	Prof. School	Armed Services	Other[1]	Do not Know
1973-74	15.3	23.6	18.4	6.6	.9	16.5	18.6
1972-73	23	22	20.5	6	.5	1	27

1. Includes transfer to four-year institutions of two-year graduates.

Some Individual Student Profiles

During the last five years, many students' lives have been positively affected and changed by the Higher Education Opportunity Program. It has opened doors that were tightly closed to them; it has injected hope where there was none; and it has provided the potential for a sound economic future. As

one Project Director recently stated, "HEOP has given our students courage and confidence in themselves and their future. It has provided them with an incentive to achieve in life." Following are a few examples:

---- Orphaned at an early age, this young man spent much of his life on his own. He was determined to go to college but did not have the grades or the money to do so. Entering HEOP with a very low high school average, he was able to maintain a surprising 3.2 (A) index. Upon graduation he received a graduate fellowship in education at Brown University in Rhode Island. (Hamilton College).

---- This student graduated from a high school in Albany, New York with a 67 high school average in 1970. With effective counseling from HEOP program staff, he was able to accumulate a 3.0 index, and in his junior year was selected by the institution as one of twenty exchange students to study in South America. He is presently working as a commercial artist in New York City. (Union College).

---- While incarcerated at a New York penal institution, this student received a high school equivalency diploma. After release, deciding that the streets had nothing to offer him and that college might be an answer, he applied and was admitted through HEOP. He graduated with a 2.8 average, and is currently pursuing a Master's degree in sociology at an institution out-of-state. (Marist College)

---- After rearing a family for more than thirty years, this 55-year-old Native American woman decided to return to school to obtain her high school diploma so that she could improve her economic status. After successfully completing

this phase of her education, she entered the adult HEOP program on the Akwesasne St. Regis-Mohawk reservation. She has made significant contributions to her tribe, both as a teacher assistant and by compiling a dictionary of the Mohawk language in order to teach young pupils more effectively. (Mater Dei College)

An In-depth Profile:

HEOP's Impact on One Family

"When she saw me walk up the steps to Iona College, my sister sighed and said, 'Finally someone has made it in our family'." Growing up in New Rochelle, New York, was not an altogether pleasant experience for this recent HEOP graduate. She was from a very large family, with seven sisters and two brothers. Her parents were deceased and the older children had to take care of the family. Poverty was a very familiar part of her life. Being the youngest, she was permitted to attend school, at least infrequently, managing to graduate, albeit with a low average.

In 1969 she was admitted to Iona College as a project CLIMB student, along with eleven other academically disadvantaged students. She later was admitted to HEOP, when it began at Iona. Recalling her experiences, she remembers that it was a very difficult period in her life. She was one of only three blacks at the predominantly white institution, and she was having difficulty living and studying at home. With patient assistance from program staff, and effective supportive services, her grade index rose from 1.8 to a final cumulative average of 3.0.

Now that she has completed the degree, she has been able to influence other members of her family to continue their education. Two have taken advantage of the HEOP program and are doing well. She feels that her mission is to help

students like herself to go to college. Although she cannot contribute financially to this mission, she does feel that she can give time and advice. She is accomplishing this as a professional counselor at Iona College...

These are but a few personal examples of the meaningful impact HEOP has had on the lives of individuals who would have been denied a higher education opportunity were it not for the program. These few, however, characterize the vast majority of New York State residents who have been enabled to participate more fully in a higher quality of life as a result of an education through HEOP.

VIII

Financial Aid and Program Financing

> In addition to the problem of individual student support, there is the question of support for the special programs. What is needed is not simply the bare minimum necessary to operate the program but the amount necessary to give it parity of social status with other sections and departments of the University.[1]

Student Finarcial Assistance

In order to be eligible to receive HEOP funds, students must be both educationally and economically disadvantaged. The HEOP guidelines have set an operational definition of economic disadvantage in terms of gross family income according to family size. Generally, families that have gross incomes at or below the level set in the HEOP guidelines can contribute nothing toward the college costs faced by students from these families. Thus, the problem of providing adequate aid to HEOP students is critical to the success of the program. Rapidly rising costs are causing serious problems for non-HEOP students as well as HEOP students, and institutions seem to be reallocating available financial aid sources away from HEOP students and toward their regular student population.

Table 17 shows the individual student budgets used by financial aid officers in making up financial packages for HEOP students during the 1973-74 academic year. Table 18 shows how these budgets have increased during the past three academic years, as well as the annual percentage increase. In total, resident students in 1973-74 had to find sources to meet costs that were $590 or 14.4% higher than the costs faced by similar students two years previously. Similarly, the costs faced by

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1. Edmund W. Gordon, "Programs and Practices for Minority Group Youth in Higher Education," in Barriers to Higher Education, College Entrance Examination Board, New York, 1971, p.116.

commuter students in 1973-74 had risen by $500, or 15.2 percent over the costs faced by commuters in 1971-72.

Table 17

Average Student Budgets Used by Financial Aid Officers in Awarding Funds at HEOP Institutions, 1973-74

Item	Resident Student	Commuter Student
Tuition and Fees	$2,590	$2,255
Books and Supplies	155	160
Room and Board	1,370	N/A
Lunches and Maintenance	N/A	860
Clothing and Personal; Recreation	400	410
Other (including transportation)	175	115
Total	$4,690	$3,800

Table 18

Average Student Budget by Academic Year

Type of Budget	1971-72 Amount	1972-73 Amount	% Increase over Previous Yr.	1973-74 Amount	% Increase over Previous Yr.	% Increase between 71-72 and 73-74
Resident Students	$4,100	$4,550	11.0	$4,690	3.1	14.4
Commuter Students	3,300	3,450	4.5	3,800	10.1	15.2

Campus financial aid officers attempt to meet these costs through the process known as needs analysis. The first step is to make an individual analysis of the family financial situation in order to determine if a contribution toward costs can reasonably be expected. The availability of contributions from student savings and assets as well as from student summer earnings are also considered. Usually, the families of HEOP students can make little or no contribution. Further, the HEOP students themselves, as they attend summer school in great numbers, and do not come from areas where there is a great availability of summer work, often cannot make a contribution from their own summer earnings. In many cases, even when the student is able to find work, the families are so poor that these earnings are required for support of the student and his family during the summer and do not result in any savings which can be used toward college expenses during the academic year. Any resources available from the student and his family are deducted from the student budget in order to determine the student's individual financial need. The financial aid officer then makes up a "package" of financial aid in order to attempt to meet the financial needs of the students.

The difference between the total amount needed by the student, as reflected in the student budget, and the amount of aid available from grant, work, and loan sources, is what is known as the aid gap, or the unfunded portion of the budget. When, as in the case of many HEOP students, it is unrealistic to expect more than moderate contributions from family savings or work, the gap causes real hardship, resulting in additional, unreported loans and work, or deprivation in the areas in which costs are not always fixed -- food, personal expenses, transportation, housing and books. The gap widened from $1162 in 1972-73 to $1353 in 1973-74, a 14% increase.

A summary of the average budget used for HEOP students, and the average aid awarded to HEOP students in both 1972-73 and 1973-74, is also shown in Table 19. The average budget shown represents a weighted average of both resident and commuter budgets. Despite an increase in aid from all sources of almost $100, this has not kept pace with rising costs. The average cost has risen by almost $300 in one year, and most of this increase must be financed by the student and his family. As a percentage of the cost of attendance, aid has decreased from over 70% of the budget in 1972-73 to 67.6% of the budget in this last year.

Table 19

Financial Aid for HEOP Students in Relation to Costs of Attendance 1972-73 and 1973-74

	1972-73	1973-74
Average Budget[1]	$3,909	$4,185
Average Aid	2,747	2,832
Amount not financed by aid	1,162	1,353
Aid as % of Budget	70.3	67.6

1. Weighted for resident and commuter budgets.

As mentioned above, financial aid can come in the form of grants, loans and work, from state, federal or other sources. Tables 20 and 21 show summaries of financial aid by types of aid and the source of aid during the 1972-73 and 1973-74 academic year. Although average grants have increased slightly, their percentage of total financial aid has decreased. Loans and work, on the other hand, have increased slightly in importance. In addition to this increase in

loans and work provided by campuses of various sources, there is more than a 16% increase in the amount expected to be financed by the student and family through other sources.

Table 20

Financial Aid for HEOP Students
By Type of Aid 1972-73 and 1973-74

Type of Aid	1972-73 Avg. Amount	1972-73 % of Total Aid	1973-74 Avg. Amount	1973-74 % of Total Amount
Grants	$2,340	85.0	$2,377	84.1
Loans	322	12.0	355	12.6
Work	85	3.0	100	3.3
	2,747	100.0	2,832	100.0

State and federal aid has been used much more extensively in the 1973-74 academic year, with a corresponding significant decrease in the amount of institutional aid awarded to HEOP students. While average aid from state sources has increased by $130 in the past year, and average aid from federal sources has increased by $90, average aid from institutional sources has decreased by $150.

Table 21

Academic Year Financial Aid for HEOP Students
by Source 1972-73 and 1973-74

Source	1972-73		1973-74	
	Avg. Amount	% of Total	Avg. Amount	% of Total
State	$1,086	39.4	$1,216	43.0
Federal	728	26.7	819	29.0
Institution	846	30.7	697	24.5
Other	87	3.2	100	3.5
	2,747	100	$2,832	100

The financial aid sources used by HEOP students during the past two years are shown in much greater detail in Table 22. This table shows the average amounts awarded from the major programs in both 1972-73 and 1973-74. Among the State sources, all have shown an increase in the average award. The greatest increase is in the area of State Scholar Incentive awards. The amounts shown are averages for all students, even for individual students not actually receiving funds from a particular source. In the case of Scholar Incentive awards, the increase is due almost entirely to a larger number of students receiving awards, rather than reflecting an increase of amounts awarded to actual recipients. The increased loans taken out by HEOP students in the past year result from greater borrowing through the NYHEAC loan program, as the institutional loans went down slightly and federal National Direct Student Loans remained constant. As NYHEAC loans bear a higher interest rate than NDSL, and thus are intended less for disadvantaged than for middle class groups, this is a negative development.

Table 22

Sources of Financial Aid for HEOP Students,
1972-3 and 1973-4

	Source	Average Award 1972-73	Average Award 1973-74	Change Amount	Change Percentage
STATE	HEOP	$737	$771	$34	4.6%
	Scholar Incentive	268	327	59	22.0
	NYHEAC Loans	81	118	37	45.7
INST.	Grants and Waivers	824	678	-146	-17.7
	Loans	12	7	-5	-.7
	Work	10	12	-2	-20.0
FEDERAL	Basic Opportunity Grants	0	53	53	
	Educational Oppor. Grants	313	337	24	7.7
	National Direct Student Loans	229	230	1	.4
	Veterans' & S.S.Funds	111[1]	111	0	0
	College Work Study	75	88	13	17.3
OTHER	Specialized grants from federal, state and private sources	87	100	13	14.9
TOTAL[2]		2,747	2,832	71	2.6

1. Estimated to be the same as for 1973-74. This item was not surveyed in 1972-73.
2. Academic year only.

During 1973-74, the participating campuses increased the portion of their HEOP grant in aid to students, while decreasing the proportion in supportive services. The campuses also reduced substantially the grants and waivers provided to students from their own sources, awarding on the average almost $150 less than the previous year. Institutions blame the tightening fiscal picture for this reduction. In addition, loans from institutional sources declined slightly. Work-study funds from institutional sources rose slightly.

Among the Federal sources, the major increase was through the newly enacted Basic Educational Opportunity Grant program. These grants were available to freshmen only during the 1973-74 academic year, and should become a significant source of financing as the program is fully phased in. Participating institutions continued to increase the amount of Supplemental Educational Opportunity Grant funds awarded to HEOP students in 1973-74. This was apparently made possible by larger allocations of SEOG funds to the private institutions during the past year. During 1972-73 the participating institutions awarded 44% of their SEOG funds to HEOP students, whereas in 1973-74 the comparable figure was 31.7%. Another measure of the significance of the Basic Opportunity Grant Program for HEOP students is shown in Table 23. HEOP students received 39% of the BEOG funds awarded to students at the participating campuses during 1973-74. The percentage of National Direct Student Loan funds and College Work Study Program funds awarded to HEOP students did not change significantly from the previous year.

HEOP student enrollment is 7.9% of full-time enrollment at participating campuses. Programs such as BEOG and SEOG, which are designed for low-income students, devote a large proportion of available funds - 39% and 32% - to HEOP students (although the SEOG percentage, which unlike BEOG is controlled by the campus, dropped from the previous year). However, aid to HEOP students

through direct institutional grants and waivers dropped from 13% of the total awarded in 1972-73 to 10.6% in 1973-74 (Table 22). It thus may be that as costs rise, campuses are shifting the aid sources for the HEOP student to state and federal sources and to the student himself, while reallocating their moneys and money they control to other, not always equally disadvantaged, students.

During this past year, New York State Scholar Incentive awards also did not award disproportionately high amounts to HEOP students. Only if the State's new Tuition Assistance Program awards sufficiently higher amounts to HEOP students in the 1974-75 year can there be an offset in the declining institutional commitment sufficient to make up for the increasing costs now being met primarily by the students and their families, or remaining as an unmet need, or aid gap, as stated earlier. It should be pointed out, however, that all schools are meeting or exceeding the required 15% minimum contribution even in the face of financial problems.

Table 23

Proportion of Aid Awarded to HEOP Students at Participating Institutions 1973-74

Source	Total	Awards to HEOP	Percent to HEOP
BEOG	629,996	246,001	39.0%
SEOG	4,991,826	1,579,955	31.7
NDSL	13,432,612	1,073,257	8.0
CWSP	4,857,321	502,520	10.3
Institutional Grants & Waivers	32,105,394	3,410,833	10.6
SI/RCS	18,007,579	1,530,865	8.5

HEOP Program Financing

This section concerns how HEOP, institutional, and other funds are used to finance the total program.

The institutions participating in HEOP in 1973-74 were awarded a total of $7,410,000 from the HEOP program. This represents an average of $1,398 for 5,300 students. As explained earlier, not quite all funds could be spent. Table 24 shows the approved HEOP expenditures as well as the funds returned because of underenrollment and underexpenditure on the part of the participating institution. Significant gains have been made in the effective use of the HEOP funds. In 1972-73, 5% of the HEOP allocation was returned to the State because of underenrollment and another 5% was returned because of underexpenditure. During 1973-74 these percentages have dropped to 2.3% for underenrollment and 2.0% for underexpenditures, due to timely reallocation of recovered moneys to campuses with increased enrollment. In 1972-73, only 89% of the allocation was expended, whereas in 1973-74 this figure had risen to 95.7% (see Appendix E).

Table 24

Approved HEOP Expenditures 1973-74

	Amount	Per Cent
Approved Expenditures	$7,088,213	95.7%
Underenrollment Penalties	171,069	2.3
Underexpenditure	150,718	2.0
Total Appropriation	7,410,000	100.0%

The distribution of approved HEOP expenditures is shown in Table 25. The major change in the pattern of HEOP expenditures in 1973-74 from 1972-73 is in the area of supplemental financial assistance. In 1972-73, 51.4% of the HEOP funds were spent on supplemental financial assistance during the academic year, not including costs of remedial/developmental coursework; in 1973-74 the comparable figure was 57.6%. All other areas of approved expenditures, except for summer program expenditures, were reduced in order to produce this increase in supplemental financial assistance. The largest decrease came in the area of remedial/developmental tuition, falling from 8.8% in this area in 1972-73 to 3.3% in 1973-74. Within the supplemental financial assistance category, the greatest increase came in the area of academic tuition, rising from 19.6% of expenditures to 27.8%. Maintenance (room and board) went up slightly and books remained constant. This shift of HEOP funds to the student aid area is reflective of the higher costs, and the inability of the institutions to allocate their own funds to the program. It may be that the Tuition Assistance Program (TAP) will reverse this trend, thus permitting larger expenditures from the HEOP grant in the supportive service area. But institutions cannot provide supportive services to students who cannot afford to attend college. Thus, the student financial aid area takes priority when the campuses must allocate scarce funds.

Table 25

HEOP Expenditures 1973-74
Per Cent Distribution

	Category	Amount	Per Cent
ACADEMIC YEAR	Total Supportive Services	($2,186,001)	(32.5%)
	Professional Personnel	1,489,494	22.1
	Employee Benefits	125,066	1.9
	Remedial, Developmental Tuition	224,754	3.3
	Student Assistants	231,835	3.4
	Employee Benefits	xx	
	Clerical & Sec. Personnel	xx	
	Employees Benefits	xx	
	Consumable Supplies & Materials	11,868	0.2
	Equipment	xx	
	Travel	10,866	0.2
	Indirect Expenses	xx	
	Contractual Services	92,118	1.4
	Total Supplemental Financial Assistance	($3,880,270)	(57.6)
	Regular Academic Tuition	1,870,981	27.8
	Maintenance	1,670,182	24.8
	Books	339,107	5.0
SUMMER	Total Supportive Services	410,297	6.1
	Total Supplemental Financial Assistance	256,628	3.8
TOTAL	All Expenditures[1]	6,733,196	100

1. Not including Pace-Westchester, Pratt and Cornell.

In order to put the entire funding pattern of the HEOP program into perspective, Table 26 shows the relative importance of the various sources of program funding, with State HEOP funds providing 31%, and institutional funds providing slightly more than 28%, of total costs. Other sources of funds, such as federal financial aid and the contributions made by the students and their parents, accounted for the largest share of program funding, 40.8%. The summer and academic year components show differing patterns of funding. Because the academic year program absorbs 90% of the total program funds, the sources for the academic year approximate the percentages shown in the overall totals. Summer programs, on the other hand, are primarily funded by the State HEOP grant, followed closely by institutional funds. Other sources make up a relatively small share of summer program funding. This is because (1) federal funds are not readily available for summer programs, and (2) summer programs are designed mainly for freshmen, so that student loans and work do not form a substantial proportion of summer program funding. Projected increases in state and federal funding will continue to be directed at academic year programs. Thus, the proportionate share of HEOP funding for summer programs might be expected to increase.

Table 26

Summary of Distribution of Funding by Source

	HEOP	Institution	Other	Total
Academic Year	29.8%	27.2	42.9	100
Summer	45.6	43.7	10.7	100
TOTAL	30.9	28.3	40.8	100 %

Institutional Expenditures

The proportion of the HEOP program funded by the institutions from their own sources continues to change in 1973-74. All costs are rising and the institutions are being forced to reallocate funds away from the HEOP program. Despite the increased use of State and other funds, the students are being forced to finance an increasing amount from their own sources. Table 27 shows the ratio of institutional expenditures compared to HEOP expenditures. In 1971-72, the participating campuses spent $1.05 for every HEOP dollar spent; in 1972-73 the amounts were approximately in balance; and in 1973-74 the campuses spent 88 cents for every HEOP dollar. The average dollar per student provided by the institutions decreased by 3.4% between 1971-72 and 1972-73, and there was a further decrease of 6% between 1972-73 and 1973-74. Thus, it appears that the institutions are having increasing problems in making their own funds available to support Higher Education Opportunity Programs. Most of this decrease, as noted earlier, is in the area of direct grants to students.

Table 27

Decrease in Institutional Expenditures
1971-72 to 1973-74

Year	Per Cent of HEOP Contribution	Average Amount $	Percentage Decrease from Previous Year
1971-72	104.6%	1339	
1972-73	98.8	1294	3.4%
1973-74	88.2	1217	6.0

IX

Recent Studies and Research

While the need and urgency which attended the initial implementation of the Higher Education Opportunity Program have not yet been satisfied, programs have been operative long enough to permit the experience and stability necessary to examine their premise, techniques and results with a fair amount of objectivity and rigor. Research is not one of the allowable expenditures under an HEOP grant; the approved activities outlined in the legislation are all more immediately program-related. Even so, HEOP-Central attempts to stimulate program research and evaluation at the campuses wherever feasible, and has begun conducting some limited studies of its own. Synopses of some of the more interesting 1973-74 work appears below.

Management Careers: Pace University

With sponsorship from the Office of Education, United States Department of Health, Education and Welfare, techniques for predicting college success of a group of disadvantaged students, using both test instruments and group methods, were evaluated. Success predictions were found to be significantly correlated. An interesting finding was that 30 of the 43 students were evaluated as having potential for a management career -- students who otherwise might not have been afforded the opportunity to pursue a college education.

Language Arts: Manhattanville College

A working group of HEOP staff and students examined Manhattanville's approach to teaching and counselling in 1973-74, under the impetus of the HEOP Student Evaluation Committee. Techniques used included in-depth interviews and

written evaluations from all HEOP and a number of non-HEOP students. Some of the most interesting findings centered around the Language Arts Program. It was found that the most effective materials for teaching remedial skills in this area were actual curriculum materials from other classes, not the specially selected materials initially used. The curriculum has since been changed to incorporate this finding.

A prevailing sentiment was that Language Arts and other remedial courses are much more effective when taught in a pre-freshman summer program, than when introduced during the academic year.

Finally, the evaluation showed that many non-HEOP, non-minority students were seeking out specialized HEOP staff for help in specific academic and personal problems, as these students perceived no other effective sources of help available. The recommendation is made that the institution in future years incorporate such services into its general program for the entire student body.

Validation of Specific Tests: Rosary Hill College, JnD Research

With the cooperation of HEOP-Central, a research study was conducted to test the use of selected cognitive and affective measures for identification of degree and level of academic disadvantagement of students in opportunity programs in New York State. One thousand, seventy-four students at seven public and private institutions in the State participated in the study, which involved four separate well-known instruments.

Among interesting findings, it was discovered that relationships between college persistence and sex, type of high school diploma, and ethnicity are non-significant. Nevertheless, a tendency was found for achievement measures to

dis minate among members of the target population on certain biographic variables such s high school average and ethnicity, while there was less tendency for the affi ve measures to do so.

t was recommended, for the disadvantaged student, that rather than relying on one battery of tests, admissions decisions be predicated upon examination of a variety of types of information, including biographic data, cognitive and affective test scores, and personal interviews.

A serendipitous finding of the study is that the grade point average of students who attend programs with strong supportive services tend to improve as these students progress through college. Supportive services are thus identified as a key variable in the maximization of student potential.

Summer Program: Niagara University

HEOP staff of Niagara University studied the 1973 pre-freshman summer program in depth, using a student questionnaire and measurement of achievement of pre-set objectives. Students participating took a total of 38 courses, 35 of which were graded "C" or better; the overall average QPA for this group was 2.45. Of special interest was an intensive four-week developmental reading class. Reading rate increased on the average from 250 to 450 words per minute, or 80%; rate of comprehension increased from 70% to 79%; and the average reading grade level increased from 8.2 to 9.9 years.

Counselling Services: Marymount Manhattan College

A staff research report identified a number of strengths and weaknesses of the program in terms of impact on opportunity students, including the finding of improved academic performance of students as summer sessions have moved from a

primary concern with social and cultural content to a more academic orientation with strong emphasis on reading and writing skills.

In terms of counselling, data analysis indicated divergent services usage by the two major ethnic groups in the program; Puerto Rican students were found to use this service less than black students. It is hypothesized that the lack of availability of same-ethnic professional counselling staff accounts for the variation; this will be tested by program staff at the earliest opportunity.

Effectiveness of Supportive Services: HEOP-Central

HEOP conducted a post hoc longitudinal study of the effectiveness of opportunity program supportive services. It was found that, for similarly disadvantaged students in target years before and after the inception of HEOP, there were significant differences on all measures of college success in favor of the HEOP group over four years. The records of 644 randomly selected students at 13 private institutions were coded and computerized for statistical comparison in the study.

Student Motivation: Utica College

A team composed of an HEOP counselor and a senior HEOP student conducted and taped lengthy interviews with all upperclass HEOP students on the campus. Subsequently, all tapes were transcribed and analyzed with assistance from specialists in psychology and social psychology to try to determine personality traits which had led to persistence through to the junior or senior year.

The general conclusion that emerged was that motivation for success in college for the disadvantaged student springs from resolution of an identity crisis in adolescence in favor of the achievement of academic and related goals.

A corollary implication, then, might be that intervention techniques to influence this resolution should be applied at that stage of development for maximum success at the post-secondary level.

X

Implications and Recommendations

Implications

The Higher Education Opportunity Program in 1973-74 experienced some changes in the makeup of the student body, with greatly increased numbers of students in such age categories as over 21 and over 25; those receiving Social Services assistance, and holders of the General Equivalency Diploma, have also risen. Such non-traditional populations as prison inmates and reservation Native Americans are also being served to a greater extent. It is likely that these shifts are due to the broadening of access to higher education, with accompanying financial assistance, for less disadvantaged, more traditional students. Thus, opportunity programs continued to seek, and serve, those segments of the population most in need of opportunities for postsecondary education.

There is a stage in the life of all social programs when, with the exciting job of getting things off the ground having been accomplished, a hard look needs to be taken at the results of such endeavors, and an effort made to isolate the factors responsible for those results. In 1973-74 high priority was given to this task, both at HEOP-Central and in the field, with some remarkable findings beginning to emerge. Of special note is that HEOP students succeed through to graduation at rates higher than the national norm - and these are students who normally would have been denied college admission, in addition to being from the poorest sector of society. The output rate of graduates has stabilized at about ten percent of the HEOP student body in a given year, with the cumulative total of degree holders approaching 2000. As many of these graduates go on to further schooling, or to high-visibility professions such as teaching and the practice of law, the ripple effect this

program has, in terms of impact on the associates and relatives of HEOP students in their own communities, is incalculable. In academic matters, evidence increasingly points to the strong influence a pre-freshman summer program, with a strong skills component, has in increasing a disadvantaged student's college success chances. Thus, while ultimately the problem of a student's lack of preparedness must be attacked at pre-college levels, it is heartening to know that educational deficits can be made up through the hard work of talented staffs and the high motivation of program students.

Fiscally speaking, 1973-74 saw a continuation in the rapid rise of the costs of going to college. For the HEOP student this meant facing a widening gap between the funds available from all sources and the amount required. The problem was heightened by the tendency of colleges to reduce the level of institutional support of HEOP students, using their financial aid resources instead for a broader population, rather than targeting those resources for the most needy. Thus, while ideally the opportunity programs' primary thrust must be in the area of academic supportive services, with the task of providing needed student financial aid being assumed by other public agencies, the percentage of the HEOP grant utilized for student financial assistance actually increased in 1973-74, and was exceptionally important to a HEOP population faced with growing costs and shrinking resources. It is projected that with full funding of the federal BEOG program and the state Tuition Assistance Program, the supportive services needs at the campuses can begin to receive the emphasis they deserve.

Recommendations:

1. The evidence continues to mount that pre-freshman summer programs

yield excellent academic results. Therefore, it is recommended that all institutions be strongly encouraged to mount summer programs for incoming freshmen, and that a greater proportion of HEOP funds be allocated to support these programs.

2. Pressure to serve the post-secondary needs of disadvantaged persons who cannot attend classes on a full-time basis continues to mount. HEOP, as it is now constituted, serves full-time students primarily, and its resources are committed largely to institutions with full-time programs. Yet part-time students, without recourse to most sources of State and Federal aid, are in need of every bit as much assistance as their full time counterparts. In their 1974 Progress Report, Postsecondary Education in Transition, the Regents state that one of their long-term objectives is to "strive for the extension of eligibility of State grants to include part-time students." This Report supports that recommendation.

3. This Report is to be submitted at the same time as reports from the public sectors (with Education Department commentary thereon). The intent is to make a complete picture of the opportunity programs available to appropriate governmental bodies. Again in 1974, final reports from State and City Universities are already many months late in submittal at the time of this writing. Therefore, it is recommended that the central administrations of the public universities devote to their special programs the commitment in manpower and expertise necessary to produce timely and accurate information to the Legislature. It is recognized that the October 1 deadline is not a realistic one, and it is recommended again this year that the Legislature consider moving the final report deadline to December 1.

4. A wealth of data is now being generated and accumulated at the campuses about students, methods and techniques in this program, which is proving to be

one of the most successful innovations in higher education. It is important that investigation into cause-effect relationships, impact, and implications be encouraged. Thus, all those engaged in this important effort are encouraged to continue to expand the base of systematic knowledge and research into this important area of higher education.

5. The data handling work load of the HEOP Central staff continues to multiply with the increasing sophistication on the parts of the public and private sector reporting campuses. Numerous reports and analyses are mandated by law, and it is important that the only comprehensive body of knowledge about these innovative programs not be lost. Yet the tasks of providing technical expertise and mediation services, along with contract compliance monitoring and field evaluation, remain. Professional staff, hired for programmatic skills, must be diverted from their primary assignments to handle data all through the year, to the detriment of good program services. It is important that the State extend the necessary support to the State Education Department for these important duties to be performed.

A Final Note...

From a beginning in the late sixties which was characterized by hasty planning and a mixed record of success, the Higher Education Opportunity Program has evolved into one of the most effective educational vehicles ever launched in behalf of a society's less fortunate individuals. By all standards of measurement in current usage, HEOP has proven its effectiveness. Not only have the

achievement levels of HEOP students paralleled their more advantaged counterparts; in some ways - according to both state and national norms - the HEOP student body has surpassed the academic success rates of their fellow students. Given this record of accomplishment, and the clear expectation of continued success, it is incumbent upon the people of the State of New York, through their elected leaders, to record their satisfaction with these efforts by providing an expanded level of support for opportunity programs; a vast pool of citizens with the dual burden of economic and educational disadvantage remains unserved. New York, always in the forefront of providing opportunities for meaningful development of the potentials of its citizenry, has within its grasp the power to give heightened credence to the principle of equal opportunity for all.

APPENDIX A
Staffing Patterns at HEOP Institutions

Institution	# Admin.	# Couns.	# Skills Teachers	#Oth. Prof. Staff[1]	Tot. Prof. Staff	Student: Couns. Ratio	Student: Staff Ratio
Albany Business Coll.	0.25	0.5	-	0.14	0.89	40	22.47
Bard College	1.0	-	-	-	1.0	-	39.0
Barnard College	0.5	-	-	-	0.5	-	90.0
Canisius College	2.0	-	0.08	1.25	3.33	-	29.28
Colgate Univ.	1.0	-	-	-	1.00	-	36.5*
College for H. Ser.	1.0	2	11	0.2	14.2	41.75	5.88
Coll. Of Mt. St. Vinc.	1.5	0.07	-	0.34	1.91	814.29	29.84
Coll. of New Rochelle	1.0	2.5	1.0	-	4.5	30.4	16.89
College of St. Rose	1.0	-	1.0	-	2.0	-	19.0
Columbia College	1.4	1.6	-	0.13	3.13	53.44	27.32
Columbia-Gen. Studies	-	1.0	0.17	1.17	2.34	84.5	36.11
Cornell University	NA	NA	NA	NA	NA		
C.W. Post College	2.0	2.0	2.0	-	6.0	54.5	18.17
Dowling College	1.0	1.0	3.2	-	5.2	98.0	18.85
Elizabeth Seton	0.5	2.3	-	-	2.8	9.57	7.86
Elmira College	0.2	0.25	-	-	0.45	128.0	71.11
Fordham-Linc. Center	1.0	3.5	-	-	4.5	56.14	43.67
Fordham - Rose Hill	1.0	4.0	1.0	-	6.0	60.5	40.33
Hamilton-Kirkland	1.0	-	0.67	1.08	2.75	-	19.27
Harriman College	1	0.5	-	-	1.5	43.0	14.33
Hobart/Wm. Smith Coll.	1.0	0	1	0	2.0	-	19.0
Hofstra University	1.8	0.5	1.5	-	3.8	29000	27.5
Iona College	1.0	2.0	1.0	-	4.0	30.75	15.38

Institution	# Admin.	# Couns.	# Skills Teachers	#Oth. Prof. Staff[1]	Tot. Prof. Staff	Student: Couns. Ratio	Student Staff Ratio
Ithaca College	1.25	1.0	1.5	2.0	5.75	70.5	12.26
Jr. College of Albany	2	1	-	-	3	64.5	21.5
J.C.A. Coxsackie	0.11	0.16	0.25	-	0.52	64.5	21.5
Keuka College	-	-	-	-	-	-	-
Long Island University	1.8	4.1	1.2	2.5	9.60	60.24	25.73
LeMoyne College	1.14	-	0.2	-	1.34	-	26.49
Malcolm-King	1	6.0	5	1.1	13.1	64.17	29.39
Manhattan College	1.0	1.6	2.3	-	4.9	54.38	17.76
Manhattanville	1.0	2.4	1.6	0.1	5.1	27.71	13.04
Marist	1.25	1.45	-	-	2.70	70.34	37.78
Marist-Greenhaven	0.4	1.8	4	4	4.32	191.11	7.96
Marymount-Manhattan	1.0	3.0	0.2	-	4.2	25.00	17.86
Marymount-Tarrytown	1.0	1.2	1.1	-	3.3	57.92	21.06
Mater Dei	1.0	2.0	0.16	0.63	3.79	43.0	22.69
Mercy College	1.0	1.0	1.6	-	3.6	66.5	18.47
Molloy College	0.2	0.68	0.14	0.10	1.12	26.47	16.07
Mt. St. Mary	0.71	0.33	.15	-	1.19	136.36	37.82
Nazareth College	0.14	0.29	-	-	0.43	51.72	34.88
NY Inst. of Tech (Old Westbury)	2.0	4.2	1.0	.53	7.7	42.90	23.40
NY Inst. of Tech-NY	1.4	-	1.0	0.55	2.95	-	14.92
NYU - Ed. Support	2	10.0	25.4	-	14.54	23.4	16.09
NYU - Opportunity	2	4.3	5.14		11.44	45.81	17.22
Niagara University	0.71	1.0	0.11	.14	1.96	55.0	28.06
Pace, New York City	1.2	-	0.3	-	1.5	-	51.67
Pace, Westchester	1.0	0.67	-	-	1.67	25.61	11.08

Institution	# Admin.	# Couns.	# Skills Teachers	#Oth. Prof. Staff[1]	Tot. Prof. Staff	Student: Couns. Ratio	Student: Staff Ratio
Polytechnic Inst.Brook.	0.31	1.0	1.1	-	2.41	19.0	7.88
Pratt Institute	-	-	-	-	-	-	-
Rensselaer Poly.Tech.	(0.50)	(0.50)	-	-	(1.0)	75.0	37.5
Rochester Inst.of Tech.	1.0	2.0	1.0		4.0	40.25	20.13
Rosary Hill	1.0	1.0	-	0.75	2.75	58.5	21.27
Russell Sage College	(0.20)	(1.0)	-	-	(1.2)	23.5	19.58
St. John's University	.88	3.2	-	-	4.08	30.94	24.26
St. John Fisher Univ.	.06	1.0		0.2	1.26	41.5	32.94
St..Lawrence Univ.	0.11	0.13	-	0.01	0.25	103.85	54.0
Siena College	(2.0)	(1.0)	-	-	(2.1)	26.0	12.38
Skidmore College	(1.0)	-	-	-	(1.0)	-	35.5
Skidmore U.W.	1.14	-	-	-	1.14	-	13.16
Syracuse University	1.0	2.0	-	-	3.0	56.25	37.50
Univ. Coll. of Syracuse	1.0	2.75	-	-	3.75	43.45	31.87
Univ. of Rochester	1.0	1.0	0.5	0.25	2.75	77.0	28.00
Union College	(0.20)	(1.75)	-	-	(1.95)	16.29	14.62
Utica College	1.0	2.5	1.3	-	4.8	40.2	20.94
Vassar College	-	1.5	-	-	1.5	14.67	14.67
Wagner College	1.5	1.4	-	-	2.9	70.38	33.97
TOTALS	62.36	94.01	57.01	13.17	226.5	46.91	21.75

NOTE: All staff are full time equivalents for fall and spring semesters only. Cornell and Pratt not included. Figures in parentheses not included in totals.

1. Positions include admissions personnel, counselor assistants and trainees, director of education, faculty advisor, financial aid personnel, ombudsman, placement personnel, professional tutors, research coordinator, tutor coordinator and vice president.

APPENDIX B

Full-Time Enrollments, Conditions of Separation from Program, and Graduates

INSTITUTION	Average FTE[1]	Separation Conditions: Graduates 1973-1974	Transfers Out	Acad.Leave of Absence	Acad.Dismissal	All Other[2]	Total Grads to 6/74
Albany Business College	20		3		2	7	
Bard College	39	7			2	3	8
Barnard College	45	3		1		3	3
Canisius College	97.5	11	3	10	4	6	21
Colgate University	36.5	7			3	2	11
College for Human Services	83.5	60			8	6	245
College of Mt.St. Vincent	57	15				6	25
College of New Rochelle	76	21	1	2	1	7	39
College of St. Rose	38	3			1	6	6
Columbia College	85.5	4		6	5	5	10
Columbia,General Studies	84.5		1	1	3	12	
Cornell University	95	15	2	6	2	1	21
C. W. Post College	109	15		1	1	4	31
Dowling College	98	13	1	2		13	21
Elizabeth Seton College	22	6	2			2	6
Elmira College	32	4	2			4	10
Fordham-Lincoln Center	196.5	95	1	4	2	2	230
Fordham-Rose Hill	242		4	2	11	18	
Hamilton-Kirkland	53	10	2	3		1	19

1. Full-time equivalent.
2. Includes financial, personal and medical.

APPENDIX B

Full-Time Enrollments, Conditions of Separation from Program, and Graduates

INSTITUTION	Average FTE[1]	Separation Conditions					Total Grads to 6/74
		Graduates 1973-1974	Transfers Out	Acad.Leave of Absence	Acad.Dis-missal	All[2] Other	
Harriman College	21.5	6	8			3	6
Hobart/Wm.Smith College	38	8		3		1	8
Hofstra University	104.5	11			1	2	109
Iona College	61.5	7		6	6	2	10
Ithaca College	70.5	12		1	7	5	56
Junior College of Albany	64.5	4	3		11	26	4
Junior College of Albany/Coxsackie	13					13	
Keuka College	32	10		2	1	1	15
Long Island University	247	10	5	6	19	25	11
LeMoyne College	35.5	7			3	3	13
Malcolm-King College	385	29	35	4	2	193	46
Manhattan College	87	8	1	4	6	7	15
Manhattanville College	66.5	17			8	1	38
Marist	102	10	2		17	5	25
Marist/Green Haven	34.4		14			11	
Marymount Manhattan	75	11		5	3	15	23
Marymount Tarrytown	69.5	7	4	2	5	6	20
Mater Dei	86	18				14	32
Mercy College	66.5	8	2	1	3	9	21

1. Full-time equivalent.
2. Includes financial, personal and medical.

APPENDIX B

Full-Time Enrollments, Conditions of Separation from Program, and Graduates

INSTITUTION	Average FTE[1]	Separation Conditions: Graduates 1973-1974	Transfers Out	Acad.Leave of Absence	Acad.Dismissal	All Other[2]	Total Grads to 6/74
Molloy College	18					7	
Mt.St.Mary College	45	7			6	2	15
Nazareth College	15	1	1			1	9
N.Y.Inst. of Technology,Old Westbury	180.2	1	41	1	13	132	2
N.Y.Inst. of Technology, New York	44		5		5	9	
New York University Ed. Support	234	76	2	1	19	16	369
New York University Oppor. Program	197	76	NA	NA	NA	NA	
Niagara University	55	4	4		4	7	5
Pace, New York City	77.5	4	2		1	11	9
Pace, Westchester	18.5		NA	NA	NA	NA	
Polytechnic Inst. of New York	19	6	1	2			6
Pratt Institute	75	4	NA	NA	NA	NA	4
Rensselaer Poly. Tech.Institute	37.5	5				1	8
Rochester Inst.of Technology	80.5	14			10	10	33
Rosary Hill	58.5	2	3		6	9	2
Russell Sage College	23.5	1			2	1	1
St. John's University	99	8	3	4	15	15	10
St. John Fisher University	41.5	4		2	5	1	8

1. Full-time equivalent.
2. Includes financial, personal and medical.

APPENDIX B

Full-Time Enrollments, Conditions of Separation from Program, and Graduates

INSTITUTION	Average FTE[1]	Separation Conditions: Graduates 1973-1974	Transfers Out	Acad.Leave of Absence	Acad.Dismissal	All[2] Other	Total Grads to 6/74
St. Lawrence University	13.5	6					6
Siena College	26	1		3		2	2
Skidmore College	35.5	10		2			28
Skidmore, Univers. Without Walls	15						
Syracuse University	112.5	19			3	3	32
Univers. College of Syracuse	119.5	15	8		3	33	19
University of Rochester	77	23		3	6	1	50
Union College	28.5	5			2		9
Utica College	100.5	18	3		9	1	33
Vassar College	22	9	3				16
Wagner College	98.5	7	6		3	6	11
TOTALS	5,137.1	722	178	90	249	718	1,845

1. Full-time equivalent.
2. Includes financial, personal and medical.

APPENDIX C

Entering HEOP Student Profiles by Certain Characteristics of Disadvantaged Populations

	% Receiving			% Who Are				
Institution	Social Services	Social Security	V.A. Benefits	Married	Independent	Lowest[1] 3 quintiles	G.E.D./ no hs dip	Over[2] 21
Alb.Bus.	24.0%	8.0%	4.0%	20.0%	4.0%	56.0%	32.0%	32.1%
Bard	0.0	0.0	7.7	0.0	7.7	16.7	8.3	54.8
Barnard	N.A.[3]	N.A.	N.A.	0.0	N.A.	15.4	0.0	34.0
Canisius	37.5	9.4	0.0	0.0	15.6	75.0	3.0	62.5
Colgate	18.2	0.0	0.0	0.0	0.0	0.0	0.0	43.2
Coll.for HumanServ.	N.A.[3]	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	100.0
Mt.St.Vin.	58.3	16.7	8.3	0.0	25.0	81.8	0.0	74.5
Coll.New Rochelle	60.9	0.0	0.0	34.8	21.7	N.A.	21.7	48.3
St.Rose	14.3	0.0	21.4	0.0	64.3	N.A.	50.0	75.6
Columbia	21.4	14.3	3.6	0.0	10.7	4.4	0.0	4.7
Col.-G.S.	21.2	0.0	3.0	0.0	45.5	88.2	48.5	100.0
Cornell	24.0	8.0	0.0	0.0	12.0	0.0	0.0	57.8
C.W.Post	7.3	0.0	7.3	0.0	31.7	86.7	21.1	N.A.
Dowling	54.6	9.1	9.1	21.2	12.1	87.5	31.3	83.3
Eliz.Seton	38.5	7.7	0.0	0.0	15.4	55.6	0.0	22.7
Elmira	0.0	54.6	9.1	0.0	27.3	90.9	0.0	21.2
Fordham-LC	30.6	11.1	8.3	0.0	16.7	30.4	11.4	7.8
Fordham-RH	10.6	18.2	0.0	0.0	15.2	31.8	0.0	33.7
Hamilton-Kirkland	27.8	0.0	5.6	0.0	11.1	53.9	0.0	38.9
Harriman	40.0	40.0	0.0	0.0	0.0	55.6	10.0	18.5

APPENDIX C

-2-

	% Receiving			% Who Are				
Institution	Social Services	Social Security	V.A. Benefits	Married	Inde-pendent	Lowest[1] 3 Quintiles	G.E.D./ no hs dip	Over[2] 21
Hobart/Smith	0.0%	0.0%	0.0%	0.0%	0.0%	54.6%	0.0%	43.6
Hofstra	20.5	2.6	15.4	0.0	20.5	57.1	10.3	27.1
Iona	43.8	6.3	0.0	0.0	18.8	30.0	8.3	70.5
Ithaca	23.5	5.9	5.9	0.0	5.9	29.4	0.0	54.1
Jr.Coll.	37.5	7.1	17.9	19.6	42.9	46.4	50.0	48.3
JCA-Coxsackie	0.0	0.0	0.0		100.0	N.A.	N.A.	100.0
Keuka	7.1	7.1	0.0	0.0	0.0	18.2	N.A.	54.6
L.I.U.	49.5	5.5	8.8	7.7	35.2	83.3	42.9	81.9
LeMoyne	0.0	0.0	0.0	0.0	22.2	66.7	0.0	45.5
Malcolm-King	14.2	0.0	7.5	45.1	28.3	N.A.	42.4	94.8
Manhattan	20.7	10.3	0.0	3.5	6.9	46.3	3.5	49.4
Manhattanville	17.9	14.3	7.1	0.0	28.6	76.2	14.3	57.4
Marist	12.2	0.0	2.4	2.4	31.7	N.A.	14.6	67.5
Marist-GH	N.A.[3]	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	100.0
Marymount-M	37.5	4.2	4.2	4.2	12.5	82.4	5.0	59.8
Marymount-T	18.2	0.0	0.0	0.0	31.8	77.3	0.0	52.1
Mater Dei	10.1	8.7	7.3	73.4	11.6	70.6	26.1	76.5
Mercy	50.0	15.0	0.0	10.0	35.0	63.6	25.0	65.8
Molloy	50.0	0.0	0.0	18.2	9.1	85.7	31.3	63.6
Mt.St.Mary	0.0	33.3	0.0	33.3	8.3	85.7	21.4	83.3
Nazareth	0.0	0.0	0.0	0.0	18.8	50.0	0.0	12.5
NYI Tech.OW	13.6	1.3	0.4	2.8	31.8	93.8	50.0	77.2
NYI Tech.NY	20.0	10.0	10.0	5.0	22.5	81.3	25.0	36.2

Institution	% Receiving			% Who Are				
	Social Services	Social Security	V.A. Benefits	Married	Independent	Lowest[1] 3 Quintiles	G.E.D./ no hs dip	Over[2] 21
NYU-Ed.Sup.	14.6	6.3	2.1	6.3	29.2	90.0	23.1	77.1
NUY-Opp.	28.6	7.1	7.1	0.0	10.7	66.7	10.0	66.7
Niagara	6.9	37.9	17.2	0.0	6.9	83.3	3.5	49.2
Pace,NYC	25.0	25.0	10.0	0.0	10.0	N.A.	N.A.	48.2
Pace, West. PIB	N.A.[3]	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	75.0
Pratt								
RPI	0.0	0.0	0.0	0.0	0.0	46.2	0.0	18.9
Roch. Inst. of Tech.	53.9	7.7	0.0	0.0	15.4	66.7	31.6	86.5
RosaryHill	22.7	9.1	9.1	9.1	18.2	87.5	4.6	64.2
Russell Sage	27.3	9.1	0.0	0.0	0.0	54.6	0.0	0.0
St.John's	19.6	7.1	7.1	1.8	55.4	75.0	32.1	54.7
St.John Fisher	55.6	0.0	11.1	22.2	22.2	57.1	22.2	60.0
St.Law.	N.A.[3]	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	50.0
Siena	63.6	9.1	0.0	0.0	27.3	44.4	40.0	17.2
Skidmore	18.2	0.0	0.0	0.0	0.0	27.3	9.1	52.8
Skidmore U.W.W.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	93.3	100.0
Syracuse	32.3	9.7	6.5	0.0	3.2	72.4	3.0	39.5
Univ.Coll. of Syr.	18.2	6.8	11.4	6.8	22.7	82.4	51.4	88.0
Univ. Roch.	0.0	0.0	0.0	0.0	0.0	60.0	0.0	29.6
Union	0.0	0.0	0.0	0.0	18.2	63.6	9.1	65.6

APPENDIX C

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Institution	% Receiving			% Who are				
	Social Services	Social Security	V.A. Benefits	Married	Independent	Lowest[1] 3 Quintiles	G.E.D./ no hs dip	Over[2] 21
Utica	27.6	17.2	3.5	0.0	24.1	79.2	17.2	65.0
Vassar	N.A.[3]	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	50.0
Wagner	35.9	2.6	2.6	0.0	7.7	64.9	5.1	33.3
Program-wide avgs. 1973-74	21.2	7.0	4.6	6.4	29.6	61.9	25.2	64.2
1972-73	13.6	2.7	3.9	N.A.[3]	21.8	67.6	19	50.8

1. Of high school class.
2. Applies to all HEOP students at the institution.
3. Not available.

APPENDIX D

Financial Aid Awards, Academic Year 1973-74,
to HEOP Students, by Institution

D-1. HEOP and Institutional Aid

Institution	HEOP		INSTITUTIONAL AID							
			DIRECT GRANT		WAIVERS		LOANS		WORK	
	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award
Alb. Bus.Col.	25	718	25	33	0		0		0	
Bard College	42	1,100	42	1,625	0		0		0	
Barnard Coll.	44	1,085	44	808	0		1	850	0	
Canisius Coll.	107	928	79	203	0		0		0	
Colgate Univ.	38	1,059	38	951	0		0		6	537
Col.for Hum.Ser.	83.5	164	0		0		0		0	
Mt.St.Vincent	50	1,163	50	828	0		0		8	79
New Rochelle	77	819	70	905	0		0		0	
St. Rose	43	852	43	431	0		0		0	
Columbia	85	1,071	85	2,155	0		3	450	0	
Columbia-G.S.	93	1,205	39	491	0		0		0	
Cornell	101	955	96	1,942	0		6	742	0	
C.W. Post	110	842	110	460	0		0		22	400
Dowling	118	691	111	561	0		0		4	57
Elizabeth Seton	22	826	16	506	0		0		0	
Elmira College	33	1,064	33	1,916	5	100	0		0	
Fordham-LC	179	959	160	676	0		0		0	
Fordham-RH	251	901	230	675	0		0		0	
Hamilton-Kirk.	54	1,036	50	2,022	0		0		0	
Harriman	27	865	27	198	0		12	34	27	72
Hobart/Wm.Smith	39	1,166	39	930	0		0		0	

Institution	HEOP		INSTITUTIONAL AID							
			DIRECT GRANT		WAIVERS		LOANS		WORK	
	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award
Hofstra	107	852	107	1,406	0		10	1,135	0	
Iona College	61	819	61	392	0		0		0	
Ithaca College	74	1,505	74	1,660	0		0		0	
Jr.Coll.of Alb.	65	998	65	250	65	559	0		0	
J.C.A. Coxsackie	15	230	0		15	400	0		0	
Keuka College	33	1,170	33	1,916	5	100				
L.I.U.	275	970	0		0		0		14	1,200
LeMoyne College	40	612	764							
Malcolm-King	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Manhattan	85	684	84	356	0		0		0	
Manhattanville	67	955	67	1,837	0		0		4	375
Marist	102	1,152	102	563	0		0		0	
Marist-Gr.Haven	71	29	71	755	0		0		0	
Marymount-Man.	81	669	57	223	0		0		0	
Marymount-Tarry.	71	836	70	344	37	15	0		0	
Mater Dei	132	602	4	512						
Mercy College	76	710	76	751	0		0		0	
Molloy College	18.1	439	18.1	259	0		0		0	
Mt.St.Mary	45	842	12	191	0		6	929	31	100
Nazareth	16	993	16	659			1	300	1	746
NYI Tech/O.W.	608	281	608	274	0		0		0	
NYI Tech/N.Y.	49	351	49	576	0		0		0	

APPENDIX D-1
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Institution	HEOP		INSTITUTIONAL AID							
			DIRECT GRANT		WAIVERS		LOANS		WORK	
	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award
NYU-Ed.Support	174	1,200	115	1,189	0		0		0	
NYU-Opportunity	201	441	201	824	0		0		0	
Niagara Univ.	63	846	45	536	0		0		2	792
Pace, NYC	84	1,037	84	374	0		0		0	
Pace,West.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Poly.Inst.Bklyn	16	1,107	20	149	20	1,397	3	1,400	0	
Pratt Inst.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
RPI	37.5	1,240	37	2,016						
Roch.Inst.Tech.	82	944	81	963	0		0		0	
Rosary Hill	67	1,147	58	219					5	103
Russell Sage	23.5	1,149	23.5	1,504					24	193
St. John's	107	823	107	590	0		0		0	
St. John Fisher	38	973	38	877	0		6	153	7	353
St. Lawrence	13	1,138	13	1,674	0	0	0	0	0	0
Siena College	28	882	28	628	0		0		0	
Skidmore Coll.	35.5	1,135	355	2,510	0		0		0	
Skidmore U.W.W.	30	17	30	275	0		0		0	
Syracuse Univ.	99	1,165	100	1,892	1	1,400	0		1	700
Univ.Coll/Syr.	175	348	175	188	0		0		0	
Univ.ofRoch.	51	986	81	2,168			3	467	2	450
Union College	30	1,086	30	1,592	0		5	376	9	176
Utica College	100	872	94	1,192	0		0		0	

APPENDIX D-1
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Institution	HEOP		INSTITUTIONAL AID							
			DIRECT GRANT		WAIVERS		LOANS		WORK	
	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award
Vassar Coll.	21	952	16	1,121	7	150	2	650	15	251
Wagner Coll.	98	1,071	83	919	0		0		0	
Weighted Avgs.	5286.1	760	4402.1	758	155	479	58	586	182	292

APPENDIX D

Financial Aid Awards, Academic Year 1973-74,
to HEOP Students, by Institution

D-2. Federal Aid

Institution	BEOG		SEOG		NDSL		CWSP		V.A., Soc. Sec., Soc. Ser.	
	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award
Albany Business College	16	360	5	600	0		10	602	5	1513
Bard College	4	282	19	974	3	459	19	299	2	1250
Barnard College	10	430	37	459	10	395	61	312	0	
Canisius College	23	392	65	691	45	574	23	414	3	2502
Colgate University	7	428	35	982	36	884	32	438	7	979
College for Human Services	--	--	--	--	--	--	--	--	--	--
College of Mt. St. Vincent	9	342	22	1116	8	.781	9	346		
College of New Rochelle	13	319	53	503	66	350	22	239	3	500
College of St. Rose	6	349	32	363	13	338	0		5	1590
Columbia College	15	438	47	505	10	990	61	312	13	476
Columbia - General Studies	22	335	58	916	36	752	6	667	21	2286
C.W. Post College	9	417	107	975	96	702	14	871	9	2083
Dowling College	14	289	79	406	64	351	26	718	2	90
Elizabeth Seton	10	386	11	309	5	290	5	148		
Elmira College	8	326	10	984			20	250	12	1019
Fordham - Lincoln Center	35	411	97	435	45	454	13	700	19	1038
Fordham - Rose Hill	65	357	110	452	45	433	12	700	79	974
Hamilton-Kirkland	10	281	20	1000	42	601	49	362	3	752
Harriman College	9	352	27	967	12	340	27	358	7	366

Institution	BEOG # of Sts.	BEOG Avg. Award	SEOG # of Sts.	SEOG Avg. Award	NDSL # of Sts.	NDSL Avg. Award	CWSP # of Sts.	CWSP Avg. Award	V.A., Soc. Sec., Soc. Ser # of Sts.	V.A., Soc. Sec., Soc. Ser Avg. Award
Hobart/W. Smith College	11	359	30	956	26	555	22	22[illegible]	3	600
Hofstra University	5[illegible]	354	42	976	47	504	47	1014	10	1047
Iona College	45	504			1	638	13	505	14	1265
Ithaca College	6	325	44	989	31	823	15	442	12	662
Jr. College of Albany	9	234	50	200	0		0			
JCA Coxsackie	0		0		0		0		0	
Keuka College	8	326	11	895	0		20	250	12	1019
Long Island Univ.	57	377	219	913	149	624	47	444	60	2267
LeMoyne College	8	326	34	755	31	359	15	245	6	1153
Malcolm-King	--	--	--	--	--	--	--	--	--	--
Manhattan College	20	364	25	840	4	688				
Manhattanville	3	371	18	745	46	607	28	334		
Marist	15	335	55	360	97	486	45	259	1	211
Marist-Green Haven	--	--	--	--	--	--	--	--	--	--
Marymount-Manhattan	17	398	78	463	27	637	35	839	2	1400
Marymount-Tarrytown	17	317	70	639	56	870	39	457	1	1400
Mater Dei	8	235	4	250			17	226	18	1500
Mercy College	15	383	17	582	26	952	12	692	9	1706
Molloy College	11	[illegible]	3.5	420	0.5	250				
Mt. St. Mary	6	293	46	554	39	376	31	155	2	200
Nazareth	4	279	8	440	10	514	9	209		
NY Inst. of Tech. (Old Westbury)	12	235	79	481	48	389	28	390	4	1565
NY Inst. of Tech. (N.Y.)	15	353	36	449	22	430	7	449		
NYU-Ed. Support	26	368	34	744	120	597	3	533		
NYU-Opportunity	26	400	62	100	150	500	50	800		

Institution	BEOG # of Sts.	BEOG Avg. Award	SEOG # of Sts.	SEOG Avg. Award	NDSL # of Sts.	NDSL Avg. Award	CWSP # of Sts.	CWSP Avg. Award	V.A., Soc. Sec., Soc. Ser. # of Sts.	V.A., Soc. Sec., Soc. Ser. Avg. Award
Niagara University	12	288	43	601	38	543	11	291	9	1467
Pace, NYC	11	330	76	900	79	693				
Pace, Westchester	--	--	--	--	--	--	--	--	--	--
Polytechnic Inst-Brooklyn			10	525	2	400	5	971		
Pratt Inst.	--	--	--	--	--	--	--	--	--	--
Renss. Poly. Tech. Inst.	7	448	18	1044	34	759				
Roch. Inst. of Tech.	12	388	48	936	48	554	9	694	7	1980
Rosary Hill	13	275	58	391	36	249	9	510	13	1617
Russell Sage College	3	351	4	1000	11	500			1	900
St. John's Univ.	16	288	99	361	98	248	11	861		
St. John Fisher Univ.	4	374	15	393	7	436	8	366	5	1242
St. Lawrence Univ.	--	--	--	--	--	--	--	--	--	--
Siena College	6	366	28	660	28	500	3	663		
Skidmore College	9	384	6	1000	33	727	32	427		
Skidmore U W.W.	--	--	--	-	--	--	--	--	--	--
Syracuse Univ.	33	366	99	1036	70	524	12	788		
Univ. College of Syr.			71	580	79	303	2	550	7	560
Univ. of Roch.	4	279	49	955	76	568	11	464	17	990
Union College	10	359	16	591	23	413	9	330	3	683
Utica College	1	452	30	782	96	530	56	263	15	1410
Vassar College			13	912	11	541	1	350		
Wagner College	6	309	43	975	85	768				
Weighted Averages	782	352	2546.5	681	2359.0	520	1116	410	428	1344

OTHER SPECIFIC SOURCES

Institution	SI-RCS		Other Grants		Other Loans		Student & Family	
	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award
Albany Business College	20	545						
Bard College	39	523	4	1953	15	785	18	361
Barnard College	41	539	17	959	9	1061		
Canisius College	105	442	7	977	8	1304	112	1350
Colgate University	37	524	8	775	5	840	38	426
College for Human Services	N.A.	--	--	--	--	--	--	--
College of Mt. St. Vincent	50	561	2	637	4	1313	50	240
College of New Rochelle	54	368	1	100	2	775		
College of St. Rose	33	487			14	1061	28	418
Columbia College	85	628	15	883	25	942	85	467
Columbia-General Studies	86	479	3	1056	72	1853	45	2313
Cornell University	95	168	14	1039	61	606	21	760
C.W. Post College	104	564	3	1100	4	1213	110	674
Dowling College	90	423	7	407	39	975	18	213
Elizabeth Seton	20	530					1	250
Elmira College	33	523					33	372
Fordham-Lincoln Center	179	500	19	1100	62	1300	179	402
Fordham - Rose Hill	251	497	24	1100	89	1300	251	398
Hamilton-Kirkland	38	417	6	783	3	500	13	1608
Harriman College	25	456	3	447	5	940		
Hobart/Wm. Smith College	36	389	3	1050	2	450	39	800
Hofstra University	96	308	8	831				
Iona College	61	466			7	1289	61	400
Ithaca College	74	523					74	245

Institution	SI-RCS # of Sts.	SI-RCS Avg. Award	Other Grants # of Sts.	Other Grants Avg. Award	Other Loans # of Sts.	Other Loans Avg. Award	Students & Family # of Sts.	Students & Family Avg. Award
Jr. College of Albany	25	338						
J.C.A. Coxsackie	--	--	--	--	--	--	--	--
Keuka College	33	523					33	327
Long Island University	275	369			17	955	250	752
LeMoyne College	22	843			8	1793	28	890
Malcolm-King	--	--	--	--	--	--	--	--
Manhattan College	79	535	84	542	9	1168	85	553
Manhattanville College	40	600	9	956			23	737
Marist	68	442	19	928			2	367
Marist-Green Haven			71	23				
Marymount-Manhattan	76	451	7	832	14	1025	81	400
Marymount-Tarrytown	62	476	7	1228	6	1392	71	297
Mater Dei	42	365	60	260	21	488		
Mercy College	49	473	5	245	2	1225	76	468
Molloy College	16.5	494	3	500	0.5	250		
Mt. St. Mary	37	445	28	355	1	500	45	415
Nazareth College	15	460	1	150			12	385
NY Inst. of Tech. (Old Westbury)	110	371			2	350	90	3
NY Inst. of Tech - NY			1	450	4	1313		
NYU-Ed. Support	198	436	83	1935	23	1083	132	607
Niagara Opportunity	47	471	2	700	4	663	27	476
Pace, New York City	84	467	4	1000			73	468
Pace, Westchester	N.A.	--	--	--	--	--	--	--
Polytechnic Inst-Brook.	19	489	4	438				

Institution	SI-RCS # of Sts.	SI-RCS Avg. Award	Other Grants # of Sts.	Other Grants Avg. Award	Other Loans # of Sts.	Other Loans Avg. Award	Students & Family # of Sts.	Students & Family Avg. Award
Pratt Institute	N.A.	--	--	--	--	--	--	--
Rensselaer Poly. Tech. Inst.	36	483	8	1456	3	1317		
Rochester Inst. of Tech.	81	321			10	1065		
Rosary Hill	65	478	12	676	32	1071	67	37
Russell Sage College	14	504			2	500	22	227
St. John's University	39	450	1	1000				
St. John Fisher University	32	441	7	878	13	939	44	636
St. Lawrence University	N.A.	--	--	--	--	--	--	--
Siena College	19	466					17	300
Skidmore College	22	600						
Skidmore UWW	--	--	--	--	--	--	--	--
Syracuse University	101	505	29	781	4	675	36	350
University College of Syracuse	24	367	3	1000	1	400	19	211
University of Rochester	54	465	2	275	4	1175	82	665
Union College	25	352			2	425	17	744
Utica College	96	463	10	1340	5	963	63	281
Vassar College	16	967	3	813	6	925	21	786
Wagner College	86	559	10	600	1	1500		
Weighted Averages	3860.5	435	628	789	649.5	1079	2592	528

APPENDIX E

HEOP Grants, Expenditures and Penalties, 1973-74
by Institutions

Institution	HEOP Grant	Under-Expenditures	Under-Enrollment	Actual Expenditures
Albany Business College	32,188	5,144		27,044
Bard College	58,500			58,500
Barnard College	62,805	8,802	2,004	51,999
Canisius College	165,550		24,925	140,625
Colgate Univ.	70,906		15,054	55,852
College for Human Services	115,000	225	31,500	83,275
College of Mt. St. Vincent	90,095			90,095
College of New Rochelle	107,050			107,050
College of St. Rose	66,410		4,025	62,385
Columbia College	120,066	2,000		118,066
Columbia - General Studies	170,500	1,193	677	168,630
Cornell University	168,720		34,447	134,273
C.W.Post College	158,980			158,980
Dowling College	148,860	810	2,667	145,383
Elizabeth Seton	32,560			32,560
Elmira College	40,160	200		39,960
Fordham-Lincoln Center	294,002	2,698	19,736	271,568
Fordham-RoseHill	367,598		16,098	351,500
Hamilton-Kirkland	97,107		12,525	84,582

Institution	HEOP Grant	Under-Expenditures	Under-Enrollment	Actual Expenditures
Harriman College	40,010		8,150	31,860
Hobart William Smith College	54,800		2,740	52,060
Hofstra University	159,810	1,443	2,074	156,293
Iona College	88,500	1,124	2,521	84,855
Ithaca College	134,062		19,139	114,923
Jr. College of Albany	99,882	1,529		98,353
J.C.A. Coxsackie	8,560	1,250		7,310
Keuka College	38,675		3,315	35,360
Long Island Univ.	372,000			372,000
LeMoyne College	52,555	9,213	6,490	36,852
Malcolm-King	194,092	10,044		184,048
Manhattan College	125,504	8,587	12,959	103,958
Manhattanville	100,480		732	99,748
Marist	160,765			160,765
Marist-GreenHaven	31,000	156		30,844
Marymount-Manhattan	123,386	530		122,856
Marymount-Tarrytown	97,040		3,993	93,047
Mater Dei	129,150			129,150
Mercy College	91,143		637	90,506
Molloy College	23,978			23,978
Mt.St.Mary	60,757	1,241	664	58,852
Nazareth College	24,700		5,200	19,500
NY Inst. of Tech. (Old Westbury)	288,140	14,453	9,037	264,650
NY Inst. of Tech. (N.Y.)	63,734	4,990		58,744

APPENDIX E
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Institution	HEOP Grant	Under-Expenditures	Under-Enrollment	Actual Expenditures
New York Univ.-Ed. Support	383,467	35,991	28,827	318,649
New York Univ.-Opportunity	292,576	25,638	4,296	262,642
Niagara Univ.	82,526			82,526
Pace, NewYorkCity	114,750	2,588	5,535	106,627
Pace, Westchester	26,930	261		26,669
Polytechnic Inst. Brooklyn	27,975			27,975
Pratt Institute	106,782		684	106,098
Rensselaer Polytechnic Inst.	49,611	8	653	48,950
Rochester Inst. of Tech.	132,057			132,057
Rosary Hill	130,660		3,018	127,642
Russell Sage Coll.	38,440		4,983	33,457
St.John's Univ.	148,475		1,293	147,182
St.John Fisher	76,329	7,548	16,431	52,350
St.Lawrence Univ.	20,060		4,130	15,930
Siena College	53,879	2,647	17,014	34,218
Skidmore College	66,248		16,210	50,038
Skidmore U.W.W.	15,412			15,412
Syracuse Univ.	180,215			180,215
University Coll. of Syracuse	100,713			100,713
University of Rochester	114,623		3,265	111,358
Union College	46,719		8,676	38,043

APPENDIX E
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Institution	HEOP Grant	Under-Expenditures	Under-Enrollment	Actual Expenditures
Utica College	161,770	106	1,567	160,097
Vassar College	28,800	400	2,400	26,000
Wagner College	136,800		1,601	135,199
Community Leadership Consortium	82,900		5,955	76,945
Associated Collgs. of Mid-Hudson Area	30,120			30,120
Academic Oppt. Consortium	31,550		3,296	28,254
TOTALS	7,610,167[1]	150,819	170,976	7,088,205
Percent		2.0%[2]	2.3%[2]	95.7%[2]
1972-73	6,850,000	425,510	323,485	6,101,005
Percent		6.2%	4.7%	89.1%

1. Actual legislative appropriation for 1973-74 was $7,410,000. Excess due to reallocation of available funds freed through under-enrollment.

2. Of $7,410,000.

APPENDIX F

HEOP and Institutional Overall Expenditures by Category

F-1
Summer

Category	HEOP	Institution	Other	Total[1]
Total Supportive Services	$413,001	$399,092	$6,401	$818,494
Professional Personnel	243,782	86,976	2,772	333,530
Employee Benefits	11,801	16,496	196	28,493
Remedial, Developmental Tuition	56,138	NA	NA	56,138
Student Assistants	58,184	16,613	3,351	78,148
Employee Benefits		1,857		1,857
Clerical & Sec. Personnel		17,281		17,281
Employee Benefits		1,638		1,638
Con. Supplies & Materials	1,830	4,274		6,074
Equipment		1,675		1,675
Travel	3,517	2,309	82	5,908
Indirect Expenses		244,456		244,456
Contractual Services	37,749	5,547		43,296
Total Supplememtal Financial Assistance	257,937	246,190	150,517	654,644
Regular Academic Tuition	71,926	NA	NA	NA
Maintenance	160,242	NA	NA	NA
Books	25,769	NA	NA	NA
TOTAL	$670,938	$645,282	$156,918	$1,473,138

1. Not included: Cornell, Pace-Westchester, Pratt

APPENDIX F
HEOP and Institutional Overall Expenditures by Category

F-2
Academic Year

Category	HEOP	Institution	Other	Total[1]
Total Supportive Services	$2,198,401	$1,847,790	$73,590	$4,119,784
Professional Personnel	1,495,594	489,817	38,557	2,023,968
Employee Benefits	125,066	80,883	6,087	212,036
Remedial, Develop. Tuition	224,754	NA	NA	224,757
Student Assistants	237,935	68,154	9,460	315,549
Employee Benefits		4,539		4,539
Clerical & Sec. Personnel		148,452	12,801	161,253
Employee Benefits		14,874	2,185	17,059
Con. Supplies & Materials	11,868	33,701		45,569
Equipment		15,414		15,414
Travel	11,066	20,671	1,000	32,737
Indirect expenses		966,665	3,500	970,165
Contractual Services	92,118	4,620		96,738
Total Supplemental Financial Assistance	3,920,521	3,756,613	8,789,465	16,466,599
Regular Academic Tuition	1,888,481	NA	NA	NA
Maintenance	1,688,277	NA	NA	NA
Books	343,763	NA	NA	NA
TOTAL	$6,118,922	$5,604,403	$8,863,055	$20,586,383

1. Not included: Cornell, Pace-Westchester, Pratt

APPENDIX F
HEOP and Institutional Overall Expenditures by Category

F-3
Total

Category	HEOP	Institution	Other	Total[1]
Total Supportive Services	$2,611,402	$2,246,882	$79,991	$4,938,275
Professional Personnel	1,739,376	576,793	41,329	2,357,498
Employee Benefits	136,867	97,379	6,283	240,529
Remedial, Develop. Tuition	280,892	NA	NA	280,892
Student Assistants	296,119	84,767	12,811	393,697
Employee Benefits		6,396	0	6,396
Consumable Supplies & Mat.	13,698	37,945	-	51,643
Equipment		17,089	-	17,089
Travel	14,583	22,980	1,082	38,645
Indirect Expenses		1,211,121	3,500	1,214,621
Contractual Services	129,867	10,167	0	140,034
Total Supplemental Financial Assistance	4,178,458	4,002,803	8,939,982	17,121,243
Regular Academic Tuition	1,960,407	NA	NA	NA
Maintenance	1,848,519	NA	NA	NA
Books	369,532	NA	NA	NA
TOTAL	$6,789,860	$6,249,685	$9,019,973	$22,059,518

1. Not included: Cornell, Pace Westchester and Pratt.

APPENDIX G

Student Grades in 1973-74, by Number of Semesters in Program, and Credit Hour Completion Rates

Semesters in Program	Total Students[1]	0.-.99	1.0-1.9	2.0-2.9	3.0-4.0	Credit Hours Attempted	Credit Hours Earned	Completion Rate
1	194	83	34	58	19	2,151	1,372.5	63.8
2	882	76	256	433	117	21,621.5	17,155.3	80.7
3	223	40	65	92	26	4,053	3,128.2	77.2
4	700	52	182	357	109	17,368.5	13,895.8	80.0
5	151	18	35	74	24	3,165.5	2,498	78.9
6	652	16	103	368	165	16,144	14,194	87.9
7	101	13	18	60	10	2,354	1,858	78.9
8	497	13	53	275	156	13,630.5	12,138.5	89.1
9	68		7	43	18	1,721	1,576	91.6
10	83		10	65	8	1,027	957	93.2
Totals	3551	311	763	1825	652	----	----	82.6

1. Four-year full-time students only, excluding Colgate University, Long Island University, Marist College, Marymount Manhattan College, Pace University-Westchester, and Pratt.

APPENDIX H
Credit Hour Accumulation, Full-Time HEOP
Students in Four Year Programs, 7/1/73 6/30/74

Smstrs. in Prgm.	Total # Stds.	Degree Credit Hours Earned											
		0-12	13-24	25-36	37-48	49-60	61-72	73-84	85-96	97-108	109-120	121+	
1	214	180	34										
2	898	130	370	398									
3	247	22	52	87	73	13							
4	775	5	26	93	184	265	184	18					
5	125	1	3	10	23	49	31	8					
6	721	2	4	7	22	45	86	147	316	92			
7	139			2	6	14	15	22	29	28	23		
8	572				1	6	10	22	52	41	126	314	
9	79				3		2	3	3	3	28	37	
10	91				1		1		3	4	23	59	
TOTAL	3,861[1]	340	489	597	313	392	329	220	403	168	200	410	

1. Does not include Colgate, Columbia-General Studies, Hamilton-Kirkland, Manhattanville, Pace-Westchester, or Pratt.

APPENDIX J

CHOICE OF MAJOR OF
UPPER DIVISION HEOP STUDENTS[1]

Major Area	Juniors		Seniors		
	Male	Female	Male	Female	TOTALS
1. Agriculture & Natural Resources	0	0	0	0	0
2. Architecture and Environmental Design	17	1	0	1	19
3. Area Studies	11	16	10	4	41
4. Biological Sci.	33	28	21	25	107
5. Business and Management	68	38	57	24	187
6. Communications	20	12	11	12	55
7. Computer and Information Sci.	11	2	0	0	13
8. Education	28	97	75	79	279
9. Engineering	18	1	18	3	40
10. Fine and Applied Arts	16	26	22	22	86
11. Foreign Languages	8	28	12	14	62
12. Health Professions	3	33	4	22	62
13. Home economics	1	3	0	3	7
14. Law	3	0	5	2	10
15. Letters	7	19	8	16	[illegible]
16. Library Science	0	0	0	0	0
17. Mathematics	5	13	7	9	34
18. Military Sciences	0	0	0	0	0
19. Physical Sciences	8	6	6	3	23
20. Psychology	32	66	19	39	156
21. Public Affairs and Services	6	4	8	10	28
22. Social Sciences	10	142	91	104	347
23. Theology	1	0	1	2	4
24. Interdisciplinary Studies	7	8	6	10	31
25. No specific Subject Area	12	9	8	4	33
26. Undeclared	23	26	1	2	52
27. TOTALS	348	578	390	410	1726

[1] Does not include Colgate, Marist, Pace-Westchester and Pratt.

APPENDIX K

Attendance and Retention of HEOP Students, Summer 1973-Spring 1974, by Original Term of Entry

Term of First Entry[1]	1973 - 1974 Terms			
	SUMMER	FALL	WINTER[2]	SPRING
On & Before Fall '67	3	6	2	3
Spring '68	1	5		5
Fall '68	8	18	15	19
Spring '69	1	6		6
Summer '69	20	33	2	25
Fall '69	38	86	6	75
Winter '69-'70				
Spring '70	14	23		23
Summer '70	66	249	82	232
Fall '70	126	462	63	420
Winter '70-'71		1		1
Spring '71	23	66		65
Summer '71	112	434	73	407
Fall '71	126	599	47	541
Winter '71-'72		2	1	1
Spring '72	71	183		162
Summer '72	113	497	39	447
Fall '72	244	798	110	710
Winter '72-'73	5	11	5	8
Spring '73	154	393	16	327
Summer '73	876[3]	841	99	780
Fall '73		773[4]	51	632
Winter '73-'74			83[5]	44
Spring '74				851[6]
TOTAL[7]	2,001	5,486	692	5,781[8]

1. Into any opportunity program.
2. Most institutions do not have a winter term.
3. Of which 18 are readmits and in-transfers.
4. Of which 87 are readmits and in-transfers.
5. Of which 19 are readmits and in-transfers.
6. Of which 143 are readmits and in-transfers.
7. Total number of HEOP students attending in each of the terms, 1973-74 (headcount).
8. There was also a total of 722 graduates during the four terms listed.

APPENDIX L

The Statewide Committee on Educational Opportunity, 1974

Carl Bello
Director of Financial Aid
Long Island University

Mattie Cook
Administrative Director
Malcolm-King: Harlem Extension

Vera King Farris
Assistant Vice President
State University College at Brockport

Edmund W. Gordon
Professor and Chairman, Applied Human Development and Guidance
Teachers College of Columbia University

Arnold Goren
Vice Chancellor
New York University

Lester W. Ingalls
Vice President
Association of Colleges & Universities of the State of New York

Sister Dorothy Ann Kelly
President
College of New Rochelle (Chairperson)

Joseph C. Palamountain, Jr.
President
Skidmore College

Ellis L. Phillips, Jr.
President
Ithaca College

John James Prucha
Vice Chancellor
Syracuse University

Isaiah Reid
Director, EOP
State University College at Buffalo

James S. Smoot
Vice Chancellor for University-Wide Services and Special Programs
State University of New York

Yvonne M. Tormes
Director, College Discovery
City University of New York

Stephen J. Wright
Vice President
College Entrance Examination Board

Robert Young
University Dean for Special Programs
City University of New York

For the State Education Department

Albert H. Berrian
Associate Commissioner for Higher Education

Allan De Giulio
Coordinator
Higher Education Opportunity Programs

Morice L. Haskins, Jr.
Associate in Higher Education Opportunity Programs (Secretary)